

Student Name: _____

Different Types of Relationships

1. Pick **3 different types of relationships** from the list below and write each one in the boxes below.
2. Choose **two people** you know that have one of these relationships and add their names.
3. Now look at each relationship. What do these people **gain from these relationships?** (This can be anything from basic needs, like food and shelter, to emotional needs or social enjoyment.)

Examples of different types of relationships:

<ul style="list-style-type: none"> Friendship Parent-child Romantic partners 	<ul style="list-style-type: none"> Co-workers Teammate Teacher-student 	<ul style="list-style-type: none"> Sibling Neighbour Classmate
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<p>Type of Relationship:</p>	<p>Type of Relationship:</p>	<p>Type of Relationship:</p>
<p>People I know in this type of relationship:</p>	<p>People I know in this type of relationship:</p>	<p>People I know in this type of relationship:</p>
<p>What they gain from this relationship:</p>	<p>What they gain from this relationship:</p>	<p>What they gain from this relationship:</p>

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Pre-Activity: Communication Styles

Part 1: Communication Styles

Most people use one of five styles of relating to others:

<p>Passive</p> <ul style="list-style-type: none"> ● Emotionally dishonest ● Indirect ● Inhibited ● Self-denying ● Blaming ● Feels resentful but does not voice concerns ● Apologetic <div style="text-align: center; margin-top: 10px;">  </div>	<p>Assertive</p> <ul style="list-style-type: none"> ● Appropriately honest ● Direct ● Self-enhancing ● Expressive ● Self-confident ● Maintains healthy boundaries without being controlling ● Empathetic to others' emotions <div style="text-align: center; margin-top: 10px;">  </div>	<p>Manipulative</p> <ul style="list-style-type: none"> ● Emotionally dishonest ● Indirect and deceptive ● Controlling through guilt or coercion ● Blaming while appearing innocent ● Avoiding direct confrontation ● Self-enhancing at the expense of others <div style="text-align: center; margin-top: 10px;">  </div>
<p>Passive Aggressive</p> <ul style="list-style-type: none"> ● Emotionally dishonest ● Indirect ● Appears cooperative on the surface but resists indirectly ● Self-denying at first ● Self-enhancing at the expense of others later <div style="text-align: center; margin-top: 10px;">  </div>		<p>Aggressive</p> <ul style="list-style-type: none"> ● Inappropriately honest ● Direct ● Expressive ● Attacking ● Blaming ● Controlling ● Self-enhancing at the expense of others later <div style="text-align: center; margin-top: 10px;">  </div>

*Adapted from <https://insideoutdev.com/blog/understanding-4-communication-styles>

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Part 2: Practice

Read the following example of a situation between Riley and Cori, then read Riley's four possible reactions. Write the letter for which style of relating Riley uses in each example:

A) Aggressive

M) Manipulative

P) Passive

PA) Passive-Aggressive

As) Assertive

The Situation:

Cori and Riley made plans to meet at a party at 8:00. The party was being held by a friend of Cori's. Riley hardly knew anyone at the party, so they were very uncomfortable being there alone when Cori was 45 minutes late.

Riley's Possible Reactions:

	When Cori shows up, Riley kisses them hello and acts like nothing is wrong. When Cori says 'Sorry I was late,' Riley says, "It's okay."
	When Cori arrives, they apologize right away for being late. In response, Riley says, "Oh no, it's totally fine that you were super late. I mean, I just stood here alone for 45 minutes feeling awkward and ignored, but I guess that doesn't really matter. I'm sure you had way more important things to do than keeping your promise to me."
	When Cori shows up, Riley says hello and asks to speak with them alone for a minute. Riley says, "Cori, you were 45 minutes late and I was really uncomfortable being here alone because I don't know anyone here. What happened?" They give him a chance to explain, and after Cori apologizes, Riley says, "I accept your apology but I don't like to be kept waiting. Next time I want you to call if you're going to be late."
	When Riley sees Cori coming, they start flirting with another party guest, thinking that will teach him not to make them wait.
	When Cori shows up, Riley goes off on them. Before they even get a chance to say anything, they start yelling in front of everyone. "Where the (bleep) were you? Who do you think you are making me wait for you for 45 minutes, you're inconsiderate (bleep-bleep)! Now you can forget this party, we are leaving now!"

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What's Your Style?

What's Your Communication Style?

Instructions: Read each scenario and choose the answer that best matches how you would respond. Be honest with your responses! There are no wrong answers.

1. Your friend interrupts you while you're talking. What do you do?

- a) Stay quiet and let them talk, even though it bothers you.
 - b) Say something sarcastic, like, "Oh, I guess my story doesn't matter."
 - c) Raise your voice and say, "Stop interrupting me! You're so rude!"
 - d) Later, tell them you have an important story to share and exaggerate details to make them feel bad for interrupting.
 - e) Wait until they're done, then calmly say, "I wasn't finished talking. Can I continue?"
-

2. You're playing a game, and someone keeps changing the rules to win. What do you do?

- a) Let them do it, even if it's unfair.
 - b) Complain to someone else later about how annoying they are.
 - c) Yell, "You're cheating! This is why no one wants to play with you!"
 - d) Act like you don't care but secretly start bending the rules yourself to get back at them.
 - e) Say, "I feel like the rules keep changing. Can we agree on how to play so it's fair for everyone?"
-

3. A classmate borrowed your favourite pen and hasn't returned it. What do you do?

- a) Say nothing and hope they give it back eventually.
 - b) Make a joke in front of them, like, "I guess I'll never see my pen again!"
 - c) Demand, "Give me my pen back right now!"
 - d) Tell them you need it back for a "special assignment" even though you don't, just to make them feel guilty.
 - e) Politely remind them, "Hey, I noticed you still have my pen. Could you give it back when you're done?"
-

4. You don't understand part of your homework, but you're nervous to ask the teacher. What do you do?

- a) Decide not to ask, and hope you figure it out later.
- b) Complain to a friend about how hard the homework is but don't ask the teacher for

Student Name: _____

help.

c) Say loudly in class, "This homework is impossible! Why do we even have to do this?"

d) Pretend to be struggling more than you actually are so someone else offers to do it for you.

e) Raise your hand and say, "I'm having trouble with this question. Could you explain it again, please?"

5. A group of friends wants to watch a movie you don't like. What do you do?

a) Say, "Sure, whatever," even though you don't want to watch it.

b) Grumble under your breath during the movie so they know you're unhappy.

c) Insist, "I hate that movie. We're watching something else."

d) Say you really want to see another movie because you heard it's "important for school" when it actually isn't.

e) Suggest, "I don't love that movie. Could we find one we all like?"

6. You're in a group project, and one person isn't doing their share of the work. What do you do?

a) Do their part yourself without saying anything.

b) Complain to others in the group about how lazy that person is.

c) Confront them angrily and say, "Why aren't you doing your part?"

d) Secretly tell the teacher that they're not helping but make it sound worse than it is.

e) Talk to them calmly and say, "We really need your help to get this done. Is there a reason why you haven't been doing your share of the work?"

7. A friend makes a joke about something you care about in front of others. What do you do?

a) Pretend it doesn't bother you even though it does.

b) Make a sarcastic comment to make them feel bad or embarrassed.

c) Yell at them, "Stop it, you're not even funny!"

d) Laugh it off, but later bring up something embarrassing about them to get even.

e) Tell them privately, "I didn't like that joke. Please don't tease me about that again."

8. Someone cuts in front of you in a long line. What do you do?

a) Say nothing and let them stay in front.

b) Whisper to the person behind you about how unfair it is.

c) Shout, "Hey, get to the back of the line!"

d) Pretend to trip and accidentally bump into them so they have to move.

e) Calmly say, "Excuse me, but I think I was ahead of you in line."

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Scoring Your Quiz

1. **Count Your Choices:** Add up how many times you chose each letter:

a	
b	
c	
d	
e	

2. **Identify Your Communication Style:**

- The letter you chose the **most frequently** reflects your primary communication style.
- If there's a tie between two or more styles, you may use different communication styles depending on the situation.

What Your Results Mean:

- **Mostly a (Passive):**
You tend to avoid conflict and prioritize others' needs over your own, but this may make it hard for you to express what you want.
Tip: Practice speaking up in small situations, like choosing a game or movie with friends.
- **Mostly b (Passive-aggressive):**
You might avoid direct confrontation but show frustration in indirect ways. This can confuse others about what you really want.
Tip: Try expressing how you feel directly but calmly.
- **Mostly c (Aggressive):**
You're confident about standing up for yourself, but you may sometimes do so in a way that hurts others.
Tip: Work on expressing your feelings respectfully and listening to others' perspectives.
- **Mostly d (Manipulative):**
You use indirect methods to get what you want, sometimes at others' expense. This can create distrust in relationships.
Tip: Try being more open and honest about your needs instead of relying on hidden strategies.
- **Mostly e (Assertive):**
You balance standing up for yourself with respecting others. You express your needs clearly and value healthy communication.
Tip: Keep practicing assertiveness, as it's a great communication skill to have!

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Exploration: Tips for Assertive Communication

Not everyone is naturally good at assertive communication, but it is a very important skill to practice. This activity will provide you with tips to improve assertive communication skills.

Part 1

Read through the following tips for how to communicate assertively:

Assertive Communication Tips

1. Understand your priorities and boundaries and stick to them!
2. Be straightforward, honest, and direct! Say “no” when it is appropriate and avoid passive-aggressive behaviour.
3. Practice assertive body language. Stand tall, make eye contact, and speak confidently.
4. Use “I” statements instead of “you” statements. This allows you to express frustration without putting the blame on others.

Part 2

Now it's your turn! Use the space below and pick one of the following:

- rephrase the 4 tips in your own words
- write a short scenario of how you might practice these tips in real life, or
- draw a doodle representing each tip

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Student Name: _____

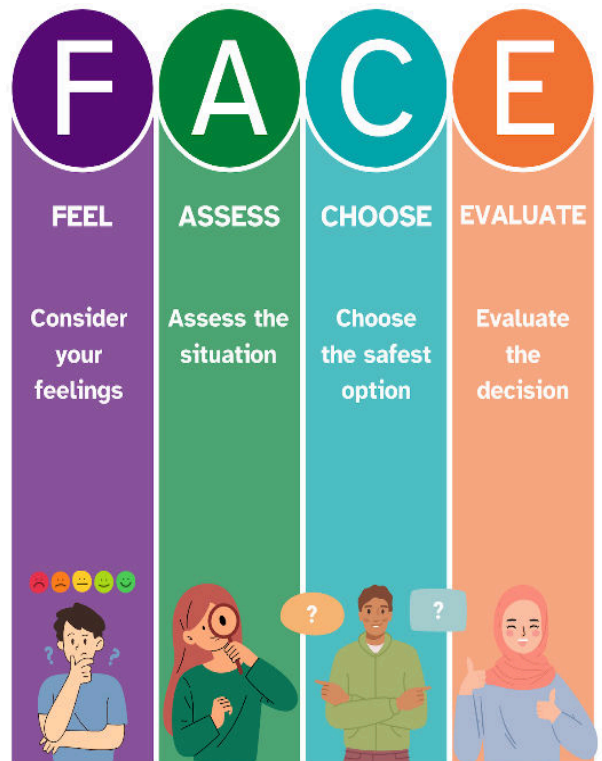
Exploration: FACE Scenarios

Scenario 1

Sam and Avery: Vaping to Impress

Sam recently moved to St. John's from Labrador City. After starting at their new school, they met Avery, a guy with a lot of friends. Sam has been sitting with Avery in art class for the past few weeks and is starting to really like him. Avery invites Sam to hang out with him and his friends at lunchtime; however, Sam has noticed that Avery and his friends vape nicotine and often post about hanging out at the "vaping spot" near their school. Sam isn't into vaping, but they feel that if they don't join in, Avery won't like them. They are worried that not vaping will make them seem boring or uncool.

What should Sam do? **How would you FACE this situation?**



Student Name: _____

5. Who can help Sam make this choice?

Choose

6. What is the safest choice Sam can make?

7. How can Sam communicate this choice to Avery?

Evaluate

8. How would their choice impact Sam and others?

Student Name: _____

9. Who could Sam talk to about the choice they made?

Student Name: _____

Exploration: FACE Scenarios

Scenario 2

Casey and Zack: When Love Feels Overwhelming

Casey and Zack have been dating for about a year. At first, everything was amazing! Zack made Casey feel special, always complimenting her and wanting to spend all their time together. Casey loved the attention and how close they were.

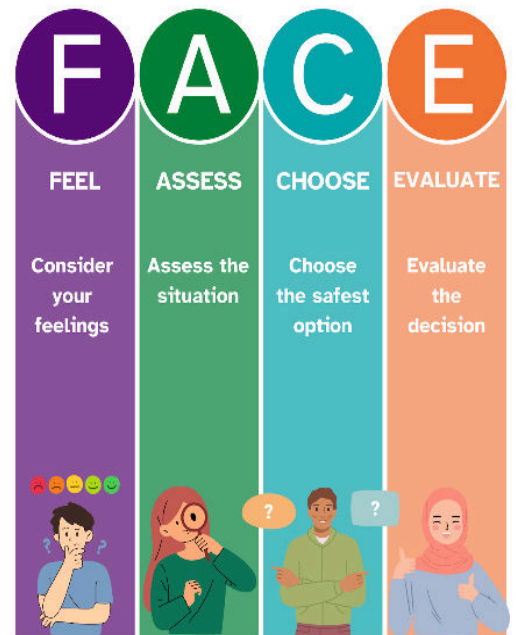
But after a few months, things started to change. Zack would comment on how Casey dressed, saying things like, “Do you really think that’s appropriate?”. He got upset when Casey wanted to hang out with her friends and would accuse her of cheating if she went anywhere without him. Zack got especially jealous whenever he saw Casey talking to another guy. Zack would accuse Casey of not caring enough about him.

Casey told herself that Zack only acted this way because he loved her so much. She stopped seeing her friends to make Zack happy. But now, Casey often feels stressed and anxious. She worries constantly about making Zack angry or doing something he might not like.

One night, after another argument about Casey texting a friend, she feels overwhelmed. Casey remembers seeing a bottle of anxiety pills that her mom uses for her own stress. She thinks, *Maybe if I take one of these, I’ll feel calmer and I can stop worrying about everything so much.*

Casey takes the bottle and reads the label. It warns against taking it without a doctor’s advice. But Casey thinks, *It’s just one pill. Mom uses them, and she seems fine. Maybe it’ll help me feel better about Zack and I’ll stop being so stressed out all the time.*

What should Casey do? **How would you FACE this situation?**



Student Name: _____

Feel

1. How do you think Casey might feel in this situation? Why might Casey feel this way?

2. Who else might have feelings about this situation?

Assess

3. What are Casey's choices?

4. What factors or influences might affect Casey's decision?

Student Name: _____

5. Who can help Casey make this choice?

Choose

6. What is the safest choice Casey can make?

7. How can Casey communicate her choice to Zack?

Evaluate

Student Name: _____

8. How might Casey's choice impact herself and others?

9. Who could Casey talk to about the choice she made?

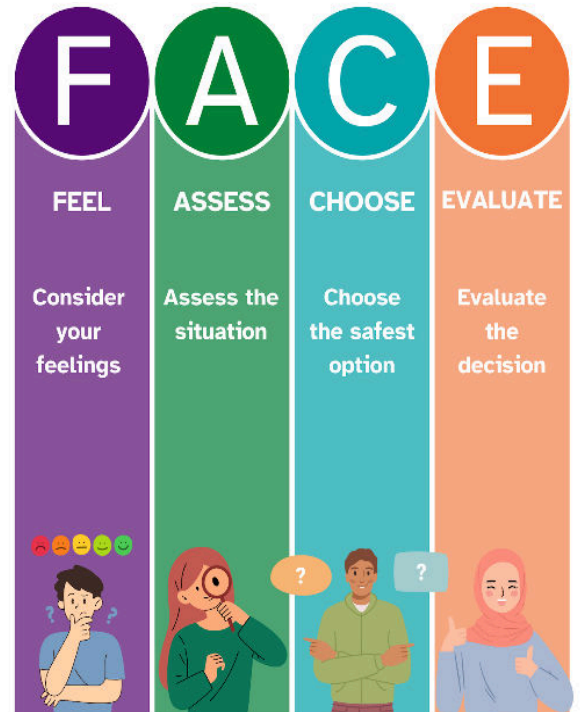
Student Name: _____

Exploration: FACE Scenarios

Scenario 3

Maya and James: Balancing Relationships and Personal Values

Maya has been dating James for a few months. She really likes him—they share the same friends, enjoy similar activities, and have a lot of fun together. Recently, Maya found out that James has been using a pen to dab cannabis on a daily basis. When they first began going out, James would only dab with his friends. Now he uses it around Maya. When they are hanging out, he often asks her if she wants to hit his dab pen, saying things like, “The movie will be so much better if we are both stoned.” Maya vaped cannabis once before with her friends, but she did not like the way she felt and is not interested in doing it again. Maya feels pressured to use cannabis with James, and fears he won’t like her anymore if she doesn’t join in.



What should Maya do? **How would you FACE this situation?**

Student Name: _____

Choose

5. What is the safest choice Maya can make?

6. How can Maya communicate this choice to James?

Evaluate

7. How would Maya's choice impact herself and others?

Student Name: _____

8. Who could Maya talk to about the choice she made?

Student Name: _____

Sharing and Reflection: Communication and Relationships



Take this time to **reflect** on how learning about communication styles can help you in your relationships.

1. What is one thing you learned from this lesson that surprised you?

2. How can you use this lesson to communicate better in your relationships?

Student Name: _____

3. What questions do you still have about communication and relationships?

Substance Use and Sexual Health

What Does Substance Use Have to do With Sexual Function?

When a person has a healthy **sexual function**, this means that they do not have trouble with feelings of attraction, becoming excited, and reaching a climax (orgasm) during sexual activities. It also means that they feel happy with how often and how satisfying those experiences are, whether alone or with a partner.



Substance use may **enhance** an individual's sexual function for a **short** period of time, such as making sex feel more enjoyable or last longer.

People may choose to use substances to enhance a sexual experience, but this may not always be the goal of substance use.

When an individual's inhibitions are lessened due to substance use, they may be more likely to engage in risky sexual activity or consent to sexual acts they may not have if they were sober.



Some substances, as well as long-term substance use, may **inhibit** an individual's sexual function, such as not feeling any desire to have sex.

Some substances reduce our inhibitions.

Our inhibitions are like brakes in our minds that stop us from doing or saying anything that may put us in harm's way.



How Substances Impact Sexual Activity

Enhance

Substance	Function
Alcohol	In small amounts, alcohol can produce mild euphoria and make some people more interested in sexual activity.
Cannabis	Cannabis may impact peoples' sexual functioning differently. For some, it can prolong sexual activity and enhance arousal.
Cocaine	Cocaine may prolong sexual activity, produce feelings of euphoria, or cause more intense orgasms. However, with long-term use, these effects go away.
Ecstasy (MDMA)	Ecstasy may make people feel happy and create a feeling of intense pleasure, which can sometimes lead to risky sexual activity.
Opioids	Opioids can cause feelings of relaxation and euphoria, which may enhance sexual activity.
Poppers (Alkyl Nitrates)	Poppers may create a sense of euphoria during sexual experiences.
Viagra (Sildenafil) or Cialis (Tadalafil)	These are medicines used to treat difficulties with erection (intended for individuals with male genitalia). It can cause side effects such as a painful, long-lasting erection in those who do not have erectile dysfunction.

Inhibit

Substance	Function
Alcohol	Consuming large amounts of alcohol frequently can cause arousal and orgasm challenges.
Amphetamines	Initially, amphetamines may cause feelings of euphoria, but it may cause arousal challenges with chronic use.
Anabolic Steroids	This substance functions like testosterone and can cause shrinkage of testicles and arousal difficulties with prolonged use.
Cannabis	Cannabis may impact individuals' sexual functioning differently. For some, cannabis may make arousal and orgasm difficult.
Nicotine	Nicotine may make arousal or orgasm difficult to achieve. It restricts blood vessels throughout the body, including sexual organs.

Student Name: _____

Infographic Scavenger Hunt

Instructions:

Use the [Substance Use and Sexual Health](#) infographic to fill in the blanks below and write the answers in the boxes, one letter per box. (Question 1 is completed for you.)

Then, use the numbers provided in specific boxes to fill in this phrase:

1	2	3	4

5	6	7	8	9	10	11	12	13

14	15	16	17	18

	I			
19	20	21	22	23

Student Name: _____

1. Our _____ are like brakes in our minds that stop us from doing or saying things that may put us in harm's way.

I	N	H	I	B	I	T	I	O	N	S
---	---	---	---	---	---	---	---	---	---	---

20

2. _____ restricts blood _____ throughout the body, including sexual organs.

--	--	--	--	--	--	--	--

11

22

--	--	--	--	--	--	--

16

3. Both alcohol and _____ can impact people differently, and can either inhibit or enhance sexual function.

--	--	--	--	--	--	--	--

15

18

4. Anabolic steroids function like _____, and can cause difficulties with arousal and shrinkage of testicles with long-time use.

--	--	--	--	--	--	--	--	--	--	--

6

23

Student Name: _____

5. Consuming large amounts of alcohol frequently can cause _____ and orgasm challenges.

3				19			

6. Even though cocaine may enhance sexual activity in the short-term, _____ use can make these effects go away.

10					4		

7. When someone's inhibitions are _____ due to substance use, they may be more likely to engage in risky _____ activity.

13						7	
8							

8. The drug _____ (MDMA) can make people feel very happy, but this can lead to _____ sexual activity.

17			2			
14						

Student Name: _____

9. When used chronically, _____ can cause challenges with arousal, even though they may cause feelings of _____ when taken.

--	--	--	--	--	--	--	--	--	--	--	--

1

--	--	--	--	--	--	--	--

5

10. _____ (Sildenafil) or Cialis (Tadalafil) can cause painful _____ when people without erectile dysfunction use them.

--	--	--	--	--	--

21

--	--	--	--	--	--	--	--	--

9

12

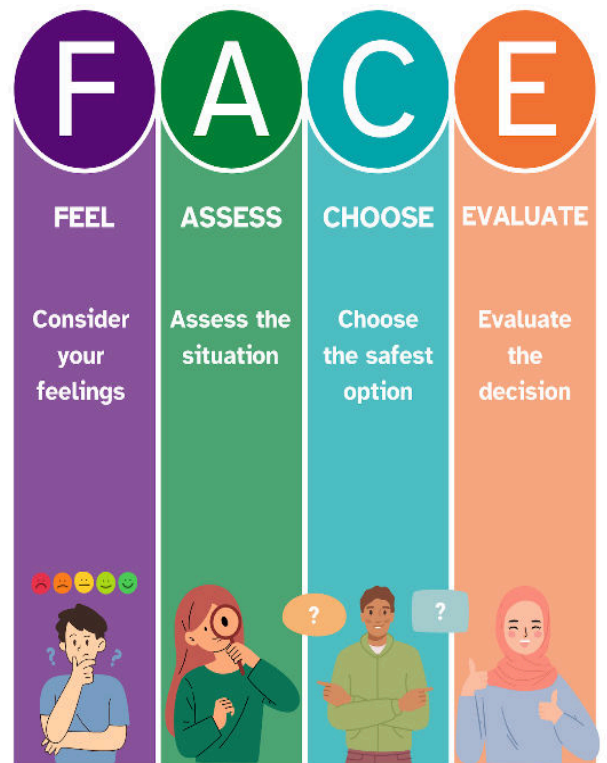
Student Name: _____

Exploration: FACE Scenarios

Scenario 4

Dakota and Cameron: Substance Use and Sexual Dysfunction

Dakota and Cameron have been dating for over a year and started having sex about six months ago. Dakota started taking crystal meth around the same time they started having sex because he heard it could make sex a lot better. He started just taking it every once in a while for fun, but for the last two months, he has been using crystal meth more regularly, and he's started noticing some side effects, including difficulty getting an erection. It has been happening when he and Cameron are having sex, and it's making him feel anxious and ashamed. He doesn't want Cameron to think something is wrong with their relationship, but he's also scared to tell them that he has been using more frequently. Dakota knows he should stop using meth, but quitting feels really hard. He's also scared to tell Cameron what's going on because he doesn't want them to think badly of him. Cameron has noticed that Dakota's been acting distant and isn't sure what's wrong. Dakota doesn't want to lose Cameron, but he also doesn't know how to deal with this.



What should Dakota do? **How would you FACE this situation?**

Student Name: _____

Feel

1. How do you think Dakota might feel in this situation? Why might he feel this way?

2. Who else might have feelings about this situation?

Assess

3. What are Dakota's choices?

4. What factors or influences might affect Dakota's decision?

Student Name: _____

5. Who can help him make this choice?

Choose

6. What is the safest choice Dakota can make?

Evaluate

7. How would Dakota's choices impact himself and others?

8. Who could Dakota talk to about the choice he made?

Student Name: _____

Exploration: FACE Scenarios

Scenario 5

Alex and Charlie: The Truth about Poppers?

Alex and Charlie have been dating for a few months and feel comfortable with each other. Lately, they've been talking about having sex for the first time, but both of them feel a little nervous about it.

One day, Charlie brings up the topic of poppers, which he had read about online. He explains that some people use poppers to make sex feel better and help relax muscles, especially if they're feeling nervous. Charlie thinks it could be something fun to try together.

Alex isn't sure what to think. He's curious but also feels hesitant. Alex decides to look it up online and finds out that poppers can have side effects like dizziness, headaches, and even passing out. This makes Alex wonder if using poppers is a good idea or not.

Charlie seems excited, but Alex feels unsure. He's worried about feeling out of control or unsafe, especially since this will be their first time having sex together. Alex starts thinking about whether trying something like this is the right choice for him right now.

What should Alex do? **How would you FACE this situation?**



Student Name: _____

5. Who can help him make this choice?

Choose

6. What is the safest choice Alex can make?

Evaluate

7. How would Alex's choices impact himself and others?

8. Who could Alex talk to about the choice he made?

Student Name: _____

Sharing and Reflection



Take this time to **reflect** on how substance use can impact sexual health and how you can use what you've learned to make healthy decisions in the future.

1. What is one thing you learned about how substances impact sexual health that surprised you?

2. How can you use what you learned in this lesson to make healthier decisions?

Student Name: _____

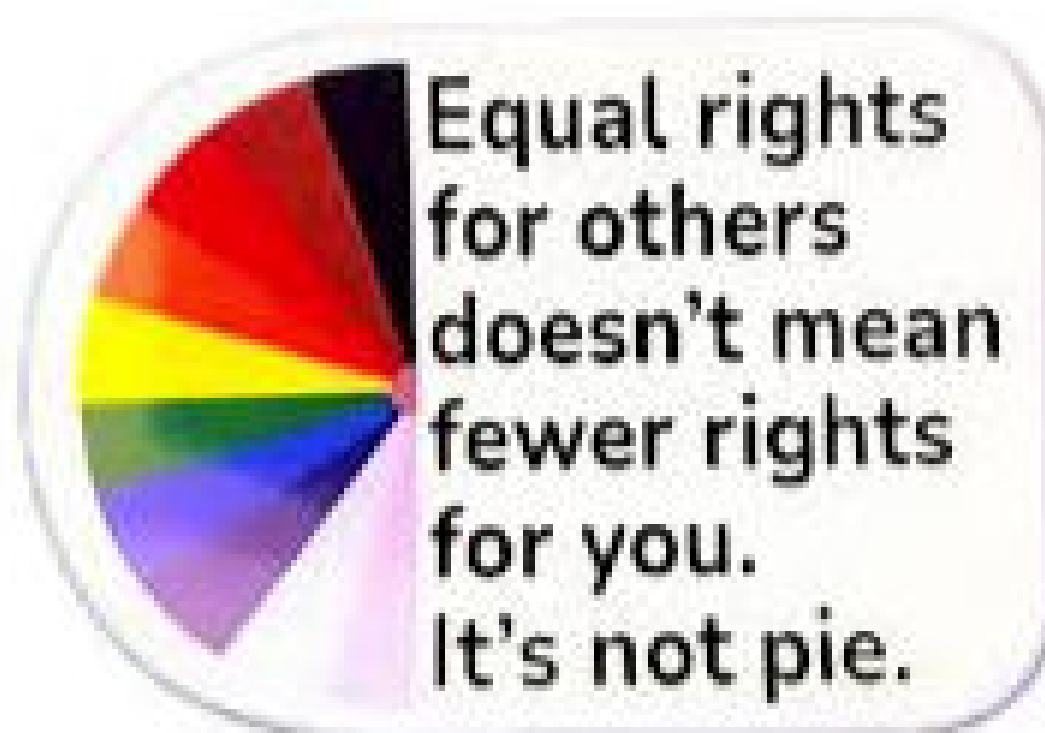
3. What questions do you still have about substances and sexual health?

STICKER ACTIVITY: CONSENT AWARENESS

Stickers can be a great way to promote a message. You can stick them anywhere, including water bottles, phones, and laptops! In this activity, you are going to create a sticker about the concept/meaning of consent and why it is important.

You may want to use the Staying Safer Around Substances and Sexual Activity Infographic to help inform your sticker!

Below are some examples of stickers that carry an important message to help guide you. Be sure to consider the size and shape of your sticker, as well as any images or fonts and colours.



Staying Safer Around Substances and Sexual Activity

Being Safer in Social Situations

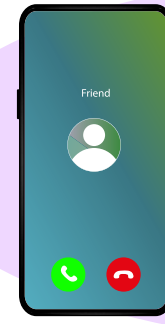
If someone exposes you to a substance without your consent or awareness, it is **not** your fault.

Although you cannot eliminate this risk entirely, there are ways to be safer in social situations and minimize the risk.

Use the buddy system at crowded events.



Call a trusted, sober adult if you feel suddenly impaired or more impaired than you are used to.

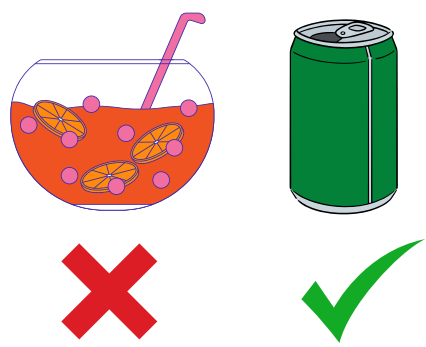


Make sure that you share your trusted adult's contact information with your friends in case of an emergency!

Don't consume more than you want to, and take caution when using more than one substance at a time.



Don't drink from containers that are shared or have a widely open lid.



Don't accept drinks or other substances from people you don't know or trust.



Open your drink yourself and keep an eye on it at all times.



If a drink tastes or smells strange, stop drinking it.



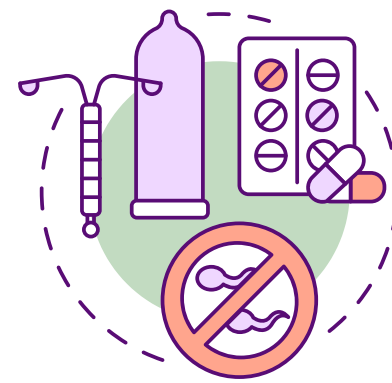
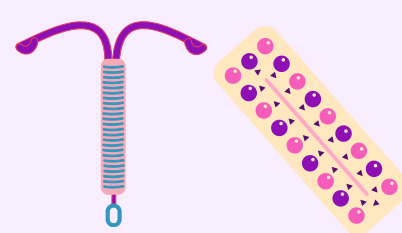
Be Prepared

There are ways to be prepared in situations involving sex, substances, or both!

If you think sex may be a possibility, ensure you bring protection with you to maximize yours and others' safety.

Condoms are effective in reducing the risk of pregnancy and sexual transmitted infections (STIs).

If pregnancy is possible for you, ensure you are prepared with contraception.



To learn more about emergency contraception, visit our substance and sexual health resources page: <https://decyde.ca/sexual-health-and-substance-use/>

Emergency Contraception

Emergency contraception refers to contraception used to prevent pregnancy **after** having sex.

Emergency contraceptive pills (for example, Plan B, Ella, or the morning-after pill) should be taken as soon as possible, but can be taken up to 3 to 5 days after unprotected sex. It can prevent pregnancy by delaying ovulation.

A copper intrauterine device (IUD) may be inserted up to 5 days after unprotected sex. It works by preventing the fertilization of eggs.

Sex, Consent, and the Law

Consent is an agreement between participants to engage in an activity. Without a person's consent, any sexual activity is illegal.

Enthusiastic consent involves looking for the presence of a "yes" from a sexual partner rather than the absence of a "no".

Consent is **not**:

- Refusing to take "no" for an answer.
- Assuming a person wants to have sex because of the clothes they are wearing.
- Pursuing sexual activity with someone who is incapacitated because of substance use.
- Pressuring someone into sexual activity.
- Assuming you have permission to engage in a sexual act because you've done it in the past.



Remember!

1

Consent must be enthusiastic.

2

You can change your mind at any time.

3

Consent is **never** assumed or implied.

The Laws Surrounding Sex and Consent in Canada

- The legal age to consent to sexual activity is **16 years**.
- 14 or 15-year-olds can consent to sexual activity as long as their partner is less than five years older than them.
- 12 and 13-year-olds can consent to sexual activity as long as their partner is less than 2 years older than them.
- This is only the case if the relationship does not involve a position of trust, authority, or exploitation.

Staying Safer Around Substances and Sexual Activity

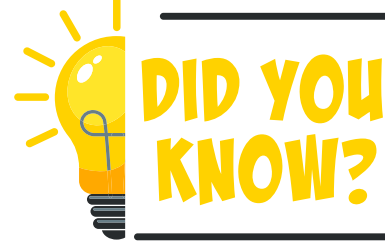
Accidental Exposure and Date Rape

What is date rape?

Non-consensual sexual activity between individuals. This sometimes involves exposing the victim to a substance without their permission to make them unable to consent to sexual activity.

Date rape that occurs with substances is also called 'drug facilitated sexual assault'.

Date rape can occur through a friend, acquaintance, or a stranger.

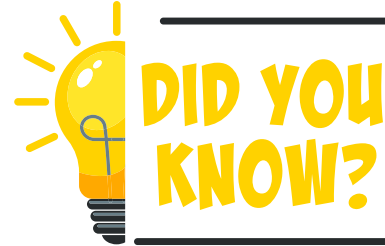


What are date rape drugs?

Date rape drugs include any type of drug that can make sexual assault easier for the perpetrator.

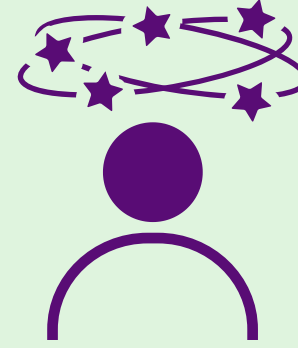
They can include alcohol, rohypnol ("roofies"), gamma-hydroxybutyrate (GHB), or ketamine.

Date rape drugs can be added to a drink without you knowing.



To learn more about date rape drugs, download our **Date Rape Drugs Snapshot**: <https://decyde.ca/depressants/>

Date rape drugs may make a person feel:



Disoriented



Sleepy



Confused



Less able to defend themselves



Unable to remember what happened



REMEMBER!

If something like this happens to you, it is NOT your fault.

Sexual Assault

When someone's consent has been violated sexually, this is known as sexual assault.

Sexual assault is perpetrated with or without the presence of substances. If sexual assault occurs in the presence of substances, it is possible that the assaulted individual may have difficulty remembering the event, or details of the event.

Signs You May Have Experienced Sexual Assault

- Your clothes are on wrong, torn, unusually stained, or off completely without knowing why.
- Your body feels like you had sex but do not remember doing so.
- You have injuries such as bruises, bleeding, pain, scrapes, or cuts after waking up from a social event (e.g., party, date).



What to do if You've Been Drugged or Sexually Assaulted

- Have a trusted friend or adult take you to the emergency room or medical clinic for assistance.
- A doctor or nurse may be able to take evidence from the assault from your body, so it is important not to shower, bathe, brush your teeth or hair, or change your clothes beforehand.



Where to Get Help if You've Been Drugged or Sexually Assaulted

Visit our substances and sexual health resources page for a full list of resources and contact information:
<https://decyde.ca/support-resources/>



Student Name: _____

Exploration: FACE Scenarios

Scenario 6

Bailey and Ali: Is the Consent Clear or Cloudy?

Bailey and Ali have become close friends this year. They have several classes together, get along really well, and sometimes flirt casually. Lately, they've been snapping each other a lot.

One night, they're both at a party with their friends. The music is loud, and everyone is having fun. Bailey and Ali have each had a couple of drinks, and they're feeling more relaxed and playful. At one point, Ali kisses Bailey in front of everyone. Surprised but happy, Bailey kisses back.

A little later, Ali pulls Bailey into a quiet room away from the noise. Things start to heat up, and Ali begins to take off Bailey's shirt. Bailey pauses, realizing they've had more to drink than they thought. Suddenly, everything feels blurry and out of focus.

Bailey really likes Ali and is excited about where this could go, but at the same time, something doesn't feel right. They're not sure if either of them can make a clear decision with alcohol involved. Bailey starts to wonder: Does consent matter if they're both drunk? Would it be okay to stop things now, or would that ruin the moment?

Bailey feels torn between wanting to keep going and feeling unsure about whether it's the right time. What should Bailey do? **How would you FACE this situation?**



Student Name: _____

Choose

5. What is the safest choice Bailey can make?

Evaluate

6. How would Bailey's choice impact themselves and others?

7. Who might Bailey talk to about the choice they made?

Student Name: _____

Exploration: FACE Scenarios

Scenario 7

Maria and Max: Consent and Complicated Boundaries

Maria is 14 years old and plays on the Grade 9 soccer team. Last night, she and her teammates went to a field party where many high school students were hanging out. People were drinking and vaping and Maria joined in. Max, the assistant coach, was there too. Max is 18 years old and graduated from high school last year; he started helping coach Maria’s team this year.

Max has been giving Maria extra help with soccer on the weekends, and lately, they’ve been chatting a lot on social media. At the field party, Maria and Max were flirting, and they ended up in his truck, kissing. Max asked Maria if she wanted to have sex, and she agreed. Maria has been on birth control for six months, and they used a condom.



The next morning at home, Maria started second-guessing her decision to have sex with Max. It felt exciting at the time, but now she’s thinking about how he’s older than her and also her coach. Later, Max sent her a message: “You wanna hang out tonight?”. She thinks he might want to have sex again.

What should Maria do? **How would you FACE this situation?**

Student Name: _____

Feel

1. How do you think Maria might feel in this situation?

2. Who else might have feelings about this situation?

Assess

3. What are Maria's choices?

4. What factors or influences might affect Maria's decision?

Student Name: _____

Choose

5. What is the safest choice Maria can make?

6. How can Maria communicate her choice to Max?

Evaluate

7. How would Maria's choice impact herself and others?

Student Name: _____

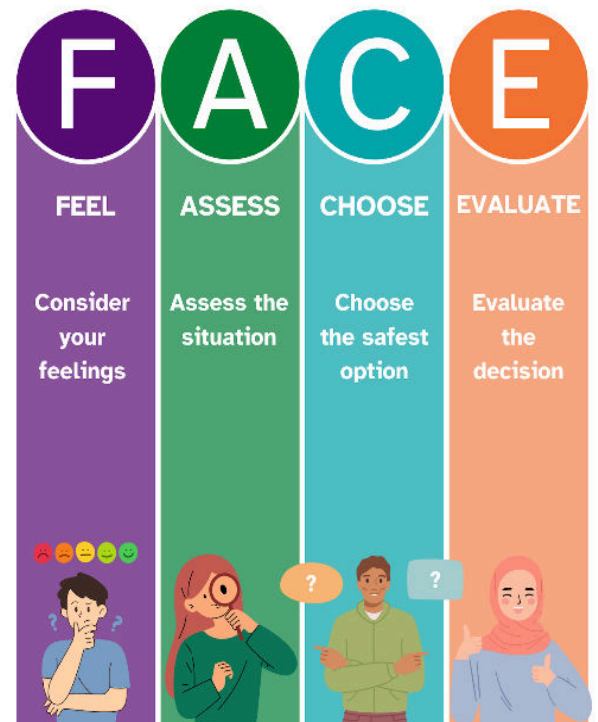
Exploration: FACE Scenarios

Scenario 8

Ari and Taylor: Navigating Nerves

Ari and Taylor have been dating for about six months, and things have been going great. This weekend, they're hanging out at Taylor's house while Taylor's parents are away. They're planning on watching a movie and having a good time together.

As the night goes on, they start making out and Taylor asks Ari if they want to have sex. Ari feels nervous and isn't sure they're ready, but doesn't want things to get awkward. Taylor suggests having a few drinks first, saying it might help Ari relax. Now Ari feels torn—on one hand, they don't want to disappoint Taylor, but they also know alcohol might lead them to make a decision they're not ready to make.



What should Ari do? **How would you FACE this situation?**

Student Name: _____

Choose

5. What is the safest choice Ari can make?

6. How does Ari's choice focus on what is important to them?

Evaluate

7. How could Ari's choice impact themselves and others?

8. Who could Ari talk to about the choice they made?

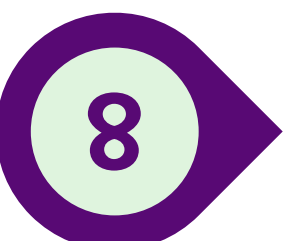
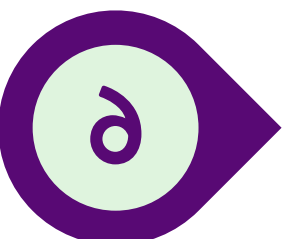
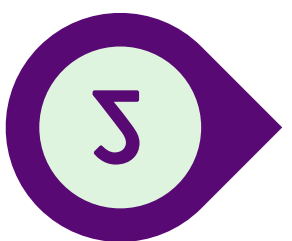
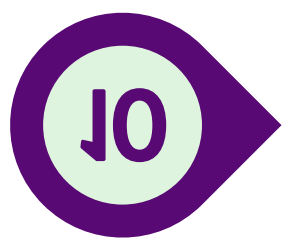
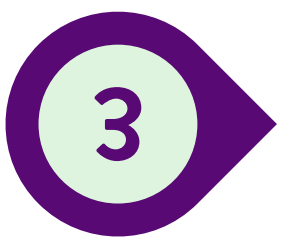
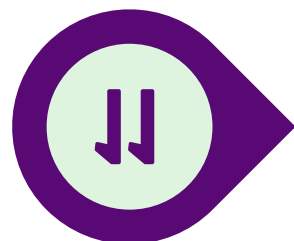
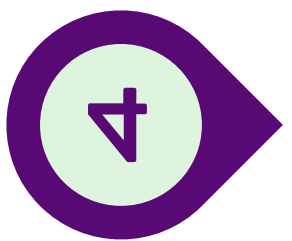
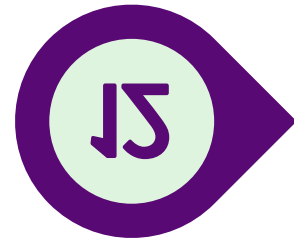
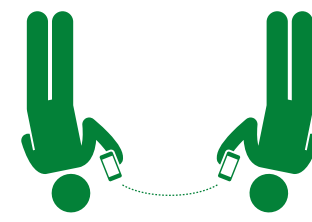
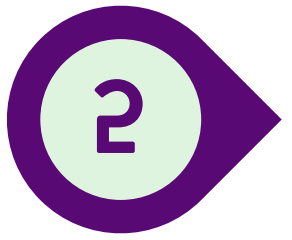
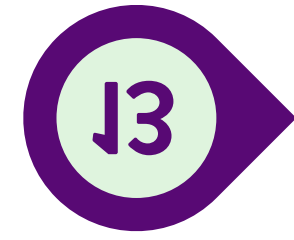
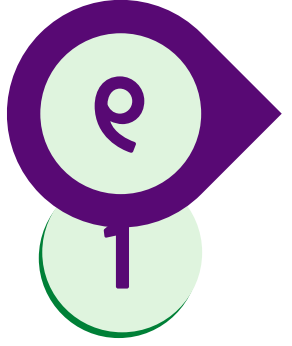
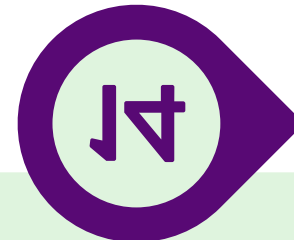
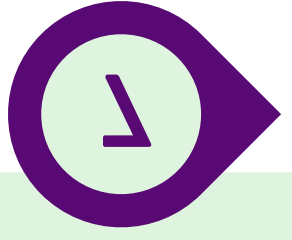
Student Name: _____

Sharing and Reflection: Share an Experience



Reflect on and describe an experience where you gave consent. You could also imagine a future situation where you might be required to give consent. This experience may or may not be related to substance use.

- Describe the past experience or a future situation.
- Why did consent matter in the situation, or why would it be important to obtain consent in your future situation?
- How did you communicate your decision, or how do you envision communicating your decision?



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Student Name: _____

MY PERSONAL SEXUAL HEALTH SAFETY PLAN

Some trusted people I can contact:



Ways I can stay safer:



- 1.
- 2.
- 3.
- 4.
- 5.

Places I can go for medical care
(e.g., contraception, STI treatment):



Other resources I can use to get care
(e.g., websites, apps, emergency numbers):



For more information on other resources: <https://decyde.ca/sexual-health-resources/>

Student Name: _____

Exploration: FACE Scenarios

Scenario 9

Jenna's Night: Piecing it Together

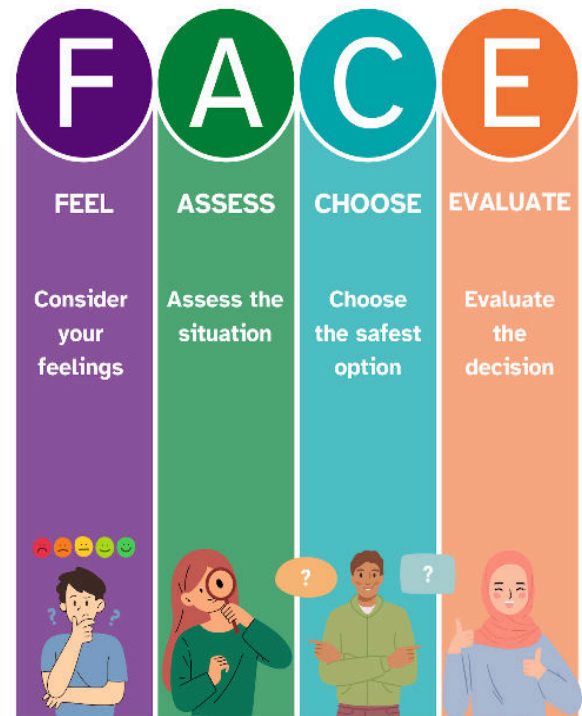
Jenna went to a high school party last night with some older friends from her theater group. There were a lot of people there, including kids from the other highschool in town. Jenna isn't old enough to buy alcohol, but some of the older kids brought drinks they got using fake IDs.

When Jenna arrived, someone handed her a cooler. She didn't think much of it and started drinking. After finishing her first cooler, she felt a little buzzed. Partway through her second drink, she started feeling very drunk. Everything after that became blurry.

The next morning, Jenna woke up in her bed, still wearing the clothes from the night before. She felt immediately unsettled—her t-shirt was on inside out, and she had no memory of how she got home. Jenna also had a strange feeling that something might have happened at the party, like she may have been involved in some kind of sexual activity.

Jenna feels confused, scared, and embarrassed about not being able to remember what happened. She wonders if someone might have slipped something into her drink, but she's not sure what to do next.

What should Jenna do? **How would you FACE this situation?**



Student Name: _____

5. Who can help Jenna make this choice?

Choose

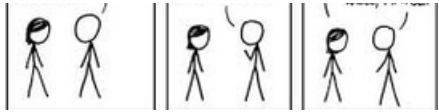
6. What is the safest choice Jenna can make?

Evaluate

7. How would Jenna's choice impact herself and others?

Comic Strip

Create a comic strip that illustrates something you've learned in this unit that you think is relevant to your real life.



Choice Board

Choose one of the options below to complete and share with your class or a larger audience.



Create a Brochure

Create a brochure of information that could be placed in schools. Make sure it includes local resources and places to get help.



Video or Skit

Create a skit that highlights how to stay safer based on what you've learned in this unit.



Create a Drug Safety Superhero

Create and illustrate a substance safety super hero. Make sure to name them and explain their super powers!



Short Story

Write a short story, complete with a beginning, middle, and ending. It must include a conflict and resolution related to what you've learned in this unit.



ABC Chart

Using the alphabet, make a list of things you've learned from this unit. Write one thing for every letter.



Infographic for Adults

Using the infographics in this unit as a guide; create an infographic for adults explaining the things they should know about substance use.

