

# Grade 9 Drug Education

## Lesson 2: Sexual Health and Substance Use

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

### Health Learning Curriculum Outcomes

#### Human Sexuality

1. To be aware of the process of decision making and the role of values with respect to sexual expression.
2. To recognize the impact substances can have on consent and decision-making related to relationships and sexual health.
3. To identify where to seek help for support or guidance related to sexual health.

#### Relationships

1. To have an increased awareness of own and other's expectations of dating relationships.
2. To become aware of the reciprocal nature of dating relationships
3. To practice making decisions regarding some of the problems that occur in dating relationships.
4. To identify and compare the outcomes of passive, aggressive, and assertive behaviours.

#### Climate Building - Communications

1. To improve personal communication skills through classroom interaction and practice.
2. To review and implement the FACE decision-making process.
3. To identify and demonstrate various communication patterns.


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

### Lesson Snapshot:

#### Lesson 2: Sexual Health and Substance Use

##### Norms & Expectations

- Learning Activity 1: Relationships and Communication Styles
- Learning Activity 2: Substances and Sexual Health
- Learning Activity 3: Consent and Being Prepared
- Learning Activity 4: What to Do if Things Go Wrong



Lesson 1: Substance Use, Addiction, and the Role of Harm Reduction  
**Lesson 2: Sexual Health and Substance Use**

## Background Information



### Definition of Drugs

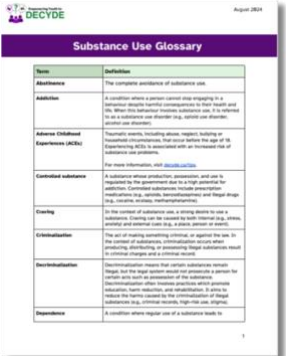
Drugs are substances or chemicals that affect the way our bodies and minds work. Some drugs are medications that help people feel better. They can be used to prevent, cure or alleviate symptoms. Drugs can also be used in unsafe ways. They can affect how the brain works and can have negative effects on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

Drugs used unsafely can change the way people feel, think, or behave.

Examples of drugs include:

- Alcohol (e.g., beer, coolers, vodka, whisky, wine)
- Caffeine (e.g., energy drinks, coffee, tea, soft drinks)
- Cannabis or Marijuana
- Hallucinogens (e.g., LSD, Mushrooms)
- Medications (e.g., puffers, epi-pens, fever medications, anti-nausea medications, anti-anxiety medications)
- Nicotine (e.g., tobacco, cigarettes, nicotine vapes)
- Opioids (e.g., codeine, morphine, fentanyl, heroin)
- Over-the-counter medications (e.g., cough syrup, pain medications)
- Stimulants (e.g., nicotine, amphetamines [e.g., Adderall, crystal meth], methylphenidate [e.g., Ritalin], cocaine)
- Vaccinations (e.g., flu, COVID-19, tetanus)

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



Term	Definition
Abstinence	The complete avoidance of substance use.
Addiction	A condition where a person cannot stop using a substance despite harmful consequences to their health and life. When the behavioral patterns associated with a substance use disorder are severe, it is referred to as an addiction.
Adolescent Onset Dependence (AOD)	Physical effects resulting from regular, repeated use of a substance which develops, but occur before the age of 18. Dependence refers to withdrawal with an increased risk of substance use problems.
Controlled substance	See Prescription, Add <a href="#">Drug Schedule</a> .
Craving	An intense desire for a substance, and pain is registered by the government due to a large potential for addiction. Craving is a common symptom of drug use (e.g., alcohol, tobacco, methamphetamine).
Crash	The set of withdrawal symptoms that occur when a person stops using a substance. Craving can be caused by both physical and mental effects and is often a sign of a substance use disorder.
Crystallization	The act of making something crystal, or applying the use in the context of substance, crystallization occurs when producing, identifying, or processing legal substances result in crystal changes and a crystalline structure.
Deindividuation	Deindividuation means that certain substances result in changes that the legal system does not anticipate or address for certain use and possession of the substance. Deindividuation often involves actions which generate negative social reactions, and individuals in order to reduce the harm caused by the crystallization of legal substances (e.g., smoking marijuana, high risk use, etc.).
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.

### **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: Sexual Health and Substance Use



### Learning Activities and Teacher Background Resources

Learning Activity 1: Relationships and Communication Styles

Learning Activity 2: Substances and Sexual Health

Learning Activity 3: Consent and Being Prepared

Learning Activity 4: What to Do if Things Go Wrong

### Teacher Resources:

- Substance Snapshots: [Alcohol](#), [Nicotine \(inhaled\)](#), [Benzodiazepines](#), [Poppers \(alkyl nitrites\)](#), [Stimulants](#), [Opioids](#), [Date Rape Substances](#), [Cannabis](#), [Cocaine](#), [Ecstasy \(MDMA\)](#), [Amphetamines](#), [Anabolic Steroids](#), [Nicotine](#), [Viagra and Cialis](#)



### 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: Relationships and Communication Styles



### Learning Activity Objectives:

- Explore different types of relationships (e.g., friend, family, co-worker, romantic).
- Identify and differentiate between communication styles (Passive, Aggressive, Passive-aggressive, Manipulative, and Assertive).
- Evaluate the impact of substance use can impact decision-making, relationships, and future life goals.
- Reflect on personal values, thoughts, and beliefs and analyze how they influence decision-making.
- Discuss key aspects of a healthy relationship, including trust, respect, and mutual consent.
- Explain how choices can have short- and long-term impacts that can affect their physical/emotional well-being, relationships, and their future.
- Apply the FACE decision-making model to solve problems and make informed choices.
- Collaborate respectfully with peers.
- Demonstrate positive communication strategies in various social and interpersonal situations.

### Materials:

- Introduction:
  - [Different Types of Relationships - Student Worksheet](#)
- Pre-Activity:
  - Video: [5 Styles of Communication](#)
  - [Communication Styles - Student Worksheet](#)
  - [What's Your Style? Quiz- Student Worksheet](#)
- Exploration Activity (Part 1): Assertive Communication
  - [Tips for Assertive Communication - Student Worksheet](#)
  - [Discussion Scenarios- Canva Presentation](#)
- Exploration Activity (Part 2): FACE Scenarios
  - Infographics: [FACE Student Version](#), [FACE Teacher Version](#), [Factors Influencing Decision-Making](#)
  - Scenario 1: [Sam and Avery: Vaping to Impress](#)
  - Scenario 2: [Casey and Zack: When Love Feels Overwhelming](#)
  - Scenario 3: [Maya and James: Balancing Relationships and Personal Values](#)
  - [Teacher Discussion Guide](#)
- Sharing and Reflection:
  - [Student Worksheet](#)
- Substance Snapshots: [Alcohol](#), [Nicotine \(inhaled\)](#), [Cannabis dabbing](#), [Benzodiazepines](#)

## Introduction: Different Types of Relationships

This lesson will focus on sexual health and substance use, emphasizing relationships and communication styles, substances and sexual health, consent and being prepared, and what to do if things go wrong.

To begin, review the learning activity objectives with students. Emphasize that this learning activity will focus on themes of relationships and assertive communication.

Begin with a discussion with students about the relationships in their lives.

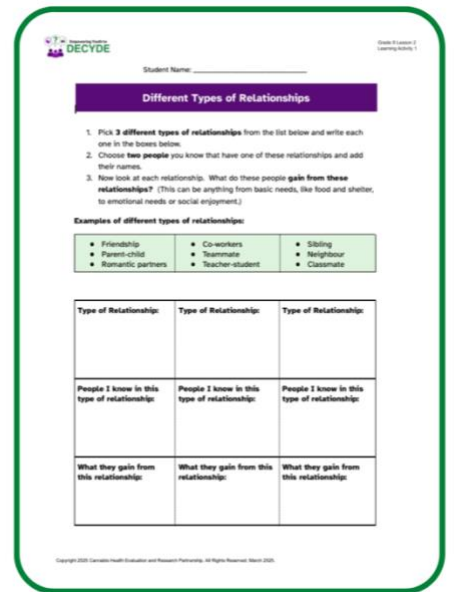
- **Ask students to define the word relationship.** (A connection between two or more people)
- **Ask students to brainstorm as many different types of relationships as possible in pairs or groups. Ask for their answers and write them for the class to see.**

Once they have finished brainstorming, discuss:

- **How do we show respect in these relationships?**
- **What happens if we have disagreements?**

Next, have students complete the “Different Types of Relationships” worksheet, [available as a Google Doc or PDF](#). This will encourage them to think of relationships they see in their own lives.

After students have completed the worksheet, conclude the activity by having a class discussion using the following prompts:



### Discussion Prompts:

- Reflect on different relationships in your life or people you admire and respect and consider their values and characteristics. What are their qualities/values that you admire or respect? (Friend, teacher, coach, parent, favourite athlete, singer, actor, etc)
- How do each of these relationships differ in terms of expectations and communication?
- How do you approach conflicts with the people in your life?

## Pre-Activity: Communication Styles

Watch the following video: [Communication Styles](#), explaining different communication styles: Passive, Aggressive, Passive-aggressive, Manipulative, and Assertive (7:07).

After watching the video, have students read and complete the following worksheet on Communication Styles ([available as a Google Doc or PDF](#)).



Student Name: \_\_\_\_\_

### Pre-Activity: Communication Styles

**Part 1: Communication Styles**  
Most people use one of five styles of relating to others:

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

\*Adapted from <https://thebalance.com/blog/understanding-5-communication-styles>

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After completing the worksheet, students can expand their understanding of their own communication style by completing the following “**What’s Your Style**” quiz ([available as a Google Doc or PDF](#)) to identify which communication style they use most often.

Student Name: \_\_\_\_\_

### 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?**
  - Stay quiet and let them talk, even though it bothers you.
  - Say something sarcastic, like, "Oh, I guess my story doesn't matter."
  - Raise your voice and say, "Stop interrupting me! You're so rude!"
  - Later, tell them you have an important story to share and exaggerate details to make them feel bad for interrupting.
  - 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?**
  - Let them do it, even if it's unfair.
  - Complain to someone else later about how annoying they are.
  - Yes, "You're cheating! This is why no one wants to play with you!"
  - Act like you don't care but secretly start bending the rules yourself to get back at them.
  - 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?**
  - Say nothing and hope they give it back eventually.
  - Make a joke in front of them, like, "I guess I'll never see my pen again!"
  - Demand, "Give me my pen back right now!"
  - Tell them you need it back for a "special assignment" even though you don't, just to make them feel guilty.
  - 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?**
  - Decide not to ask, and hope you figure it out later.
  - Complain to a friend about how hard the homework is but don't ask the teacher for help.

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Afterwards, discuss the students’ results as a group, encouraging students to share how they feel about the results of the quiz.

## Exploration Activity: Part 1 – Assertive Communication

The Exploration activity will help students identify how to become more assertive in their communication. Take a moment to explain to the students that assertive communication can:

- **Build self-confidence:** Speaking up for yourself in a clear, respectful way helps you feel more empowered and in control of your life.
- **Improve relationships:** Being honest about your thoughts and needs while also respecting others' opinions fosters healthy, balanced relationships.
- **Promote healthy boundaries:** Assertiveness helps individuals say "no" when necessary, protecting their time, energy, and well-being.

Read the following tips to students about how to be more assertive:

#### 4 Tips on How to be More Assertive

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.

Provide students with the following worksheet “Tips for Assertive Communication” ([available as a PDF or Google Doc](#)). This short activity will help students reinforce what they learned about assertive communication. Students will take a few minutes to either:

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

Student Name: \_\_\_\_\_

**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**  
Watch the video "[Tips to Communicate Assertively](#)".

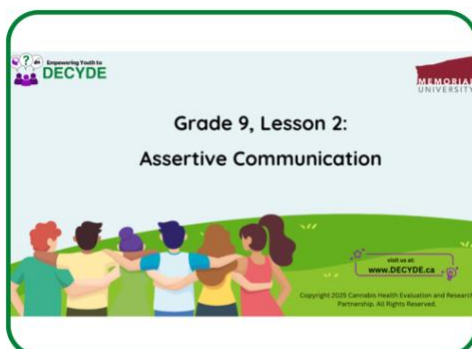
**Assertive Communication Tips**

1. Hold only your **NO!** It's non-negotiable. Unchangeable. Firm. In other words, "I know your priorities and boundaries and what you refuse to compromise."
2. Be straightforward, honest, and direct! **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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After students have completed their worksheet, discuss the following scenarios on **respecting others' choices by communicating assertively**. The teacher will read each scenario and ask students how they could respond assertively (these scenarios are available [here](#) as Canva Presentation for teachers to present to class):

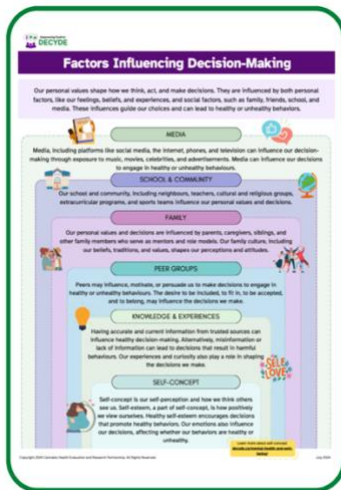
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1. You are offered a beer by a friend at a party. You want to say no because you are trying out for a hockey team and aren't drinking/doing drugs so you can perform your best. How do you respond assertively?
2. You offer a friend a beer at your birthday party, and they say no because of their religious beliefs. How could they respond assertively?
3. A new friend wants to cheat on the Math test tomorrow. You have worked hard and don't want to give them your answers. How could you respond assertively?
4. You are at a party and another person at the party starts flirting with you and tries to kiss you. You are not interested. How do you respond assertively?

**Exploration Activity: Part 2 – FACE Scenarios**

Throughout this lesson plan, students will be given the chance to consider different scenarios with youth who find themselves in challenging situations related to the lesson content. Students will use [the FACE Decision-Making Model](#) to analyze these scenarios and learn how to apply it to their own life decisions.

Teachers may refer to the [Nicotine \(inhaled\)](#), [Cannabis dabbing](#), and [Benzodiazepines](#) Substance Snapshots to help inform the discussions.



Before moving into the scenarios, introduce the [Factors Influencing Decision-Making Infographic](#) with students. Lead a short discussion on all of the external and internal factors that influence our decision-making, with a focus on social media, community, friends, family, and our own knowledge and self-concept.

Next, present and discuss the [FACE Decision-Making Model](#) with students. 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



**\*Due to the sensitive nature of these scenarios, it is recommended that the teacher facilitates this activity as a whole class instead of smaller groups\***

The following scenarios focus on using assertive communication in relationships.

**Scenarios:**

**Scenario 1: Sam and Avery: Vaping to Impress**

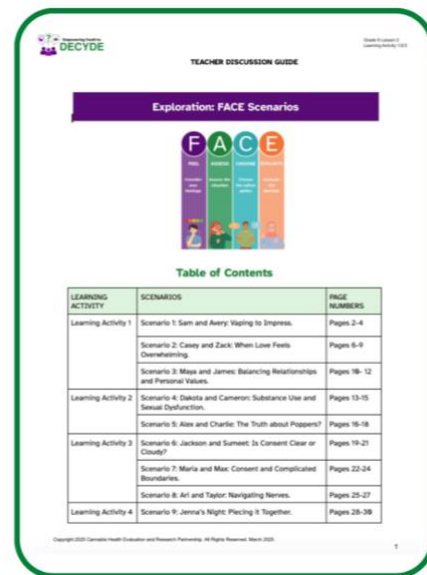
**Scenario 2: Casey and Zack: When Love Feels Overwhelming**

**Scenario 3: Maya and James: Balancing Relationships and Personal Values**



It is recommended for the teacher to facilitate the scenarios and discussion questions as a group. The student worksheets are **optional** for students to take notes during the class discussion; it is recommended that students do not complete this as independent work since the scenarios can address sensitive topics. The student worksheets with the discussion questions are available as [PDFs and Google Docs](#) on the DECYDE website.

The Teacher Discussion Guide is available as a [PDF](#).



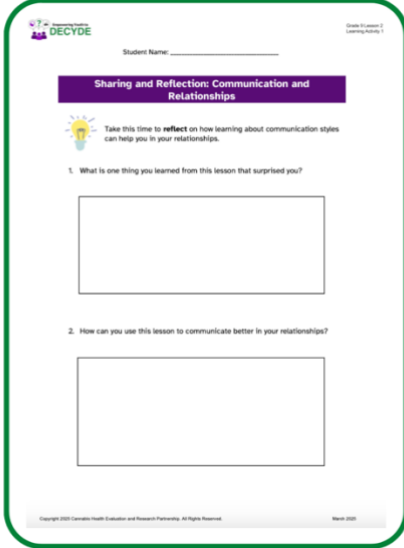
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## Sharing and Reflection



Have students answer the following questions to reflect on what they learned about communication from this lesson. The student worksheet is available as a [PDF or Google Doc](#).

- What is one thing you learned from this lesson that surprised you?
- How can you use this lesson to communicate better in your relationships?
- What questions do you still have about communication and relationships?



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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?

\_\_\_\_\_

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## Learning Activity 2: Substances and Sexual Health



### Learning Activity Objectives:

- Define and differentiate between the terms “enhance” and “inhibit.”
- Identify and describe the short-term and long-term effects of substances on sexual functioning (e.g., alcohol, poppers, cannabis, cocaine, ecstasy (MDMA), opioids, amphetamines, anabolic steroids, nicotine, and medications like Viagra or Cialis).
- To discuss ways in which substance use can increase the likelihood of unprotected sexual activity.
- Apply the FACE decision-making model to solve problems and make informed choices.
- Collaborate respectfully with peers.
- Demonstrate positive communication strategies in various social and interpersonal situations.

### Materials:

- Pre-Activity:
  - [Myth/Fact Activity](#)
  - [Substances and Sexual Health Infographic](#)
- Exploration Activity (Part 1): Why Are Some Drugs Used?
  - Infographic Scavenger Hunt- [Student Worksheet](#)
- Exploration Activity (Part 2): FACE Scenarios
  - Student and Teacher Infographics: [FACE Student Version](#), [FACE Teacher Version](#), [Factors Influencing Decision-Making](#)
  - Scenario 4: [Dakota and Cameron: Substance Use and Sexual Dysfunction](#)
  - Scenario 5: [Alex and Charlie: The Truth about Poppers?](#)
  - [Teacher Discussion Guide](#)
- [Sharing and Reflection](#)
- Substance Snapshots: [Poppers \(alkyl nitrites\)](#), [Alcohol](#), [Stimulants](#), [Opioids](#), [Date Rape Substances](#), [Cannabis](#), [Cocaine](#), [Ecstasy \(MDMA\)](#), [Amphetamines](#), [Anabolic Steroids](#), [Nicotine](#), [Viagra and Cialis](#)

### Introduction: Substances and Relationships

**Note to teacher: Why is it important to learn about substance use and sexual health?**

The relationship between substance use and sex is not easy to predict. A person may find sex more or less pleasurable, be more or less interested in sex, or find that the effects vary with time and dosage.

Recreational drugs are not a substitute for sexual communication and consent. They are also not a safe option for treating underlying sexual health issues. Numerous interventions can help with sexual dysfunction. Additionally, using drugs to self-medicate may delay treatment and worsen underlying sexual health issues.

The following infographics are available on the DECYDE website to further inform this topic: [Substances and Sexual Health](#) infographic and [Staying Safer Around Substances and Sexual Activity](#).

This activity will help students to understand the terms “Enhance” and “Inhibit” in relation to substance use and sexual function.

- Explore what students already know (or think they know) about substance use and sex. Ask students to identify one substance and explain how it might enhance or inhibit sexual functioning, why someone might choose to use this substance during sexual activity, and the risks of using this substance.
- *Note: At this point in the lesson and unit, students will hopefully be open to sharing their thoughts and ideas. If this is not the case, the teacher can hand out sticky notes, ask students to write their thoughts anonymously on the notes, and pass them in to be shared with the class.*

## Pre-Activity: Myth/Fact

### Which drugs are risky to use during sex?

Following the discussion, complete the following [Myth/Fact](#) activity as a class to inform the class on some of the more risky drugs that may be used during sex. While all substance use contains risks, certain drugs are used more commonly in sexual contexts, and it is important for students to understand their risks.



### Myth/Fact Teacher Discussion Guide.

1. Poppers are a group of drugs that some people use to enhance sex and make anal sex easier.
  - **FACT**

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2. Taking Poppers does not lead to serious consequences such as sexual injuries, low blood oxygen, or death.
  - **MYTH**
  - Fact:** Poppers CAN lead to serious consequences such as sexual injuries, low blood oxygen, and death.
3. The use of poppers has links to the LGBTQ+ community, perhaps because the substance can help facilitate anal sex for some people and may heighten sexual arousal and orgasms.
  - **FACT**
4. Date rape substances include Rohypnol and Gamma Hydroxybutyrate (GHB).
  - **FACT**
5. Date rape substances are typically used to enhance a person's own pleasure, not to reduce resistance in their partner, making sexual coercion easier.
  - **MYTH**
  - Fact:** Date rape substances ARE used to reduce resistance in their partner, making sexual coercion easier. Date rape substances are NOT typically used to enhance a person's own pleasure.
6. Date rape substances often contribute to sexual assault and negative sexual experiences when a person cannot fully understand what is happening under the influence of them.
  - **FACT**
7. Stimulants such as methamphetamine, ADHD drugs (e.g., methylphenidate), and cocaine do not have any sexual consequences.
  - **MYTH**
  - Fact:** Stimulants can have sexual consequences. For example, stimulants may also increase aggressive behaviour, elevating the risk of sexual assault.
8. Stimulants such as methamphetamine, ADHD drugs (e.g., methylphenidate), and cocaine do not cause heart health issues, including sudden cardiac death.
  - **MYTH**
  - Fact:** Stimulants such as methamphetamine, ADHD drugs (e.g., methylphenidate), and cocaine CAN cause heart health issues, including sudden cardiac death.
9. Alcohol can affect judgment and the ability to consent.
  - **FACT**
10. Alcohol can affect decision-making and may play a role in sexual assault.
  - **FACT**
11. Opioids are not the leading cause of drug overdose.
  - **MYTH**

**Fact:** Opioids ARE the leading cause of drug overdose.

12. People who use opioids, especially those who take high doses, have a high likelihood of overdosing.

➤ **FACT**

13. Opioids do not make obtaining and giving sexual consent difficult.

➤ **MYTH**

**Fact:** Opioids CAN change behaviour, making sexual consent difficult.

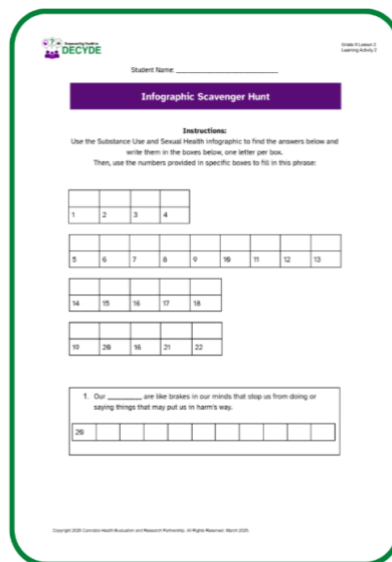
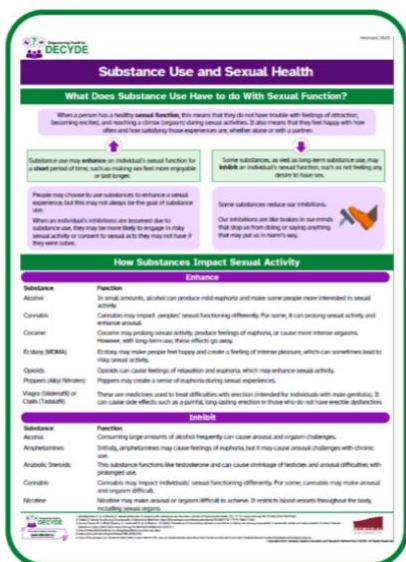
### Exploration Activity: Part 1 – Infographic Scavenger Hunt



Teachers may refer to the [Poppers \(alkyl nitrites\)](#), [Alcohol](#), [Stimulants](#), [Opioids](#), [Date Rape Substances](#), [Cannabis](#), [Cocaine](#), [Ecstasy \(MDMA\)](#), [Amphetamines](#), [Anabolic Steroids](#), [Nicotine](#) and [Viagra and Cialis](#) Substance Snapshots to help inform the discussions.

In this exploration activity, students will learn how certain substances impact sexual activity by completing an **Infographic Scavenger Hunt worksheet** (available as a [PDF](#) or [Google Doc](#)). Start by introducing the [Substances and Sexual Health Infographic](#) to the class.

In this activity, students will use the infographic to fill in the effects and risks of using the following substances during sexual activity: Poppers, Cannabis, Cocaine, Ecstasy (MDMA), Opioids, Amphetamines, Anabolic Steroids, Nicotine, and Viagra or Cialis. Students can also use the Substance Snapshots to complete the worksheet.





The Teacher Discussion Guide is available below:

**Substance Use and Sexual Health Infographic Scavenger Hunt Teacher Discussion Guide:**

1. Our **inhibitions** are like brakes in our minds that stop us from doing or saying things that may put us in harm's way.
2. **Nicotine** restricts blood **vessels** throughout the body, including sexual organs.
3. Both alcohol and **cannabis** can impact people differently, and can either inhibit or enhance sexual function.
4. Anabolic steroids function like **testosterone** and can cause difficulties with arousal and shrinkage of testicles with long-time use.
5. Consuming large amounts of alcohol frequently can cause **arousal** and orgasm challenges.
6. Even though cocaine may enhance sexual activity in the short-term, **long-term** use can make these effects go away.
7. When someone's inhibitions are **lessened** due to substance use, they may be more likely to engage in risky **sexual** activity.
8. The drug **ecstasy** (MDMA) can make people feel very happy, but this can also lead to **risky** sexual activity.
9. When used chronically, **amphetamines** can cause challenges with arousal, even though they may cause feelings of **euphoria** when taken.
10. **Viagra** (Sildenafil) or Cialis (Tadalafil) can cause painful **erections** when people without erectile dysfunction use them.

**Puzzle Answer:**

H	A	R	M
1	2	3	4

R	E	D	U	C	T	I	O	N
5	6	7	8	9	10	11	12	13

S	A	V	E	S
14	15	16	17	18

L	I	V	E	S
19	20	21	22	23

## Exploration Activity: Part 2 – FACE Scenario



### SUBSTANCE SNAPSHOT

Teachers may refer to the [Poppers \(alkyl nitrites\)](#), [Methamphetamine](#) and [Viagra and Cialis](#) Substance Snapshots to help inform the discussions.

As the second part of the exploration activity, students will look at the following scenarios and use the [FACE Decision-Making Model](#) to examine the situations.

**\*Due to the sensitive nature of these scenarios, it is recommended that the teacher facilitates this activity as a whole class instead of smaller groups\***

**Re-introduce** the FACE Decision-Making Model with students.

The following scenarios focus on navigating substance use in sexual relationships:

### Scenario 4: Dakota and Cameron: Substance Use and Sexual Dysfunction

### Scenario 5: Alex and Charlie: The Truth about Poppers?

It is recommended for the teacher to facilitate the scenarios and discussion questions as a group. The student worksheets are **optional** for students to take notes during the class discussion; it is recommended that students do not complete this as independent work since the scenarios can address sensitive topics. The student worksheets with the discussion questions are available as [PDFs and Google Docs](#) on the DECYDE website



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 having 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 her 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 her to think badly of him. Cameron has noticed that Dakota's been acting distant and isn't sure what's up. 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?

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The Teacher Discussion Guide is available as a [PDF](#).

## Grade 9 Lesson 2



## Sharing and Reflection

This activity will provide students with a chance to reflect on how substance use can impact sexual health and how they can use what they have learned to make healthy decisions in the future.

- What is one thing you learned about how substances impact sexual health that surprised you?
- How can you use what you learned in this lesson to make healthier decisions?
- What questions do you still have about substances and sexual health?

The worksheet is available as a [PDF or Google Doc](#).



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?

\_\_\_\_\_

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## Learning Activity 3: Consent and Being Prepared



### Learning Activity Objectives:

- To recognize that engaging in sexual activity is a personal decision and that feelings and emotions can vary by each person.
- To explain the meaning of consent and summarize the laws related to consent.
- To demonstrate respect for personal boundaries and ensure that consent is always given and understood in different sexual situations.
- To discuss the importance of mutual consent and the role of consent in making informed sexual decisions.
- To evaluate how substances can impact decision-making regarding mutual consent and sexual activity.
- Apply the FACE decision-making model to solve problems and make informed choices.
- Collaborate respectfully with peers.
- Demonstrate positive communication strategies in various social and interpersonal situations.

### Materials:

- Introduction
  - Discussion Prompts
  - Consent Videos:
    - [Tea Consent](#)
    - [What is Consent?](#)
    - [Consent](#)
- Exploration Activity (Part 1):
  - Infographic: [Staying Safer Around Substances and Sexual Activity](#)
  - [Sticker Activity](#)
- Exploration Activity (Part 2): FACE Scenarios
  - Student and Teacher Infographics: Infographics: [FACE Student Version](#), [FACE Teacher Version](#), [Factors Influencing Decision-Making](#)
  - Scenario 6: [Bailey and Ali: Is the Consent Clear or Cloudy?](#)
  - Scenario 7: [Maria and Max: Consent and Complicated Boundaries](#)
  - Scenario 8: [Ari and Taylor: Navigating Nerves](#)
  - [Teacher Discussion Guide](#)
- Sharing and Reflection: [Journalling Activity Student Worksheet](#)
- Substance Snapshots: [Alcohol](#), [Cannabis](#)

## Introduction

To begin this learning activity, the teacher will lead the class in a discussion about consent, using the following discussion prompts:

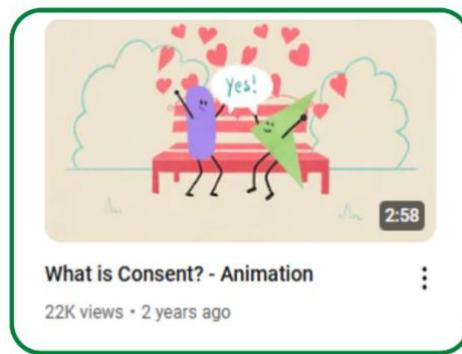
- **What is consent?**
- **What does the word consent mean?**

Following the discussion, introduce and show one (or more) of the following videos on consent. We have listed three videos that we suggest, but the teacher may decide on which one(s) may resonate best with their class.

[Tea Consent Video](#) (2:50)

[What is Consent?](#) (2:58)

[Consent for Kids](#) (1:36)



After watching the videos, take a few minutes with the class to answer any questions students may have before moving on to the next activity.

## Exploration Activity: Part 1 – Consent Stickers

In the following exploration activity, students will design stickers to act as PSAs to inform about consent. (The teacher can decide if the sticker will be designed digitally or on paper). Teachers may provide students with the [Staying Safer Around Substances and Sexual Activity](#) Infographic to give them ideas for their sticker design.



## Grade 9 Lesson 2

Instructions for the assignment (available as a [PDF](#)) with examples may be distributed to the students or displayed for the class by the teacher.

After completing the activity, students can share their sticker designs on a bulletin board in the classroom or school. Provide an opportunity for students to share why they chose their sticker design with the class.

## Exploration Activity: Part 2 – FACE Scenarios



### SUBSTANCE SNAPSHOT

Teachers may refer to the [Alcohol](#), [Cannabis](#) Substance Snapshots to help inform the discussions.

As the second part of the exploration activity, students will look at the following scenarios and use the [FACE Decision-Making Model](#) to examine the situation.

**\*Due to the sensitive nature of these scenarios, it is recommended that the teacher facilitates this activity as a whole class instead of smaller groups\***

**Re-introduce** the FACE Decision-Making Model to students.

These scenarios focus on themes of consent and substance use surrounding sexual activity.

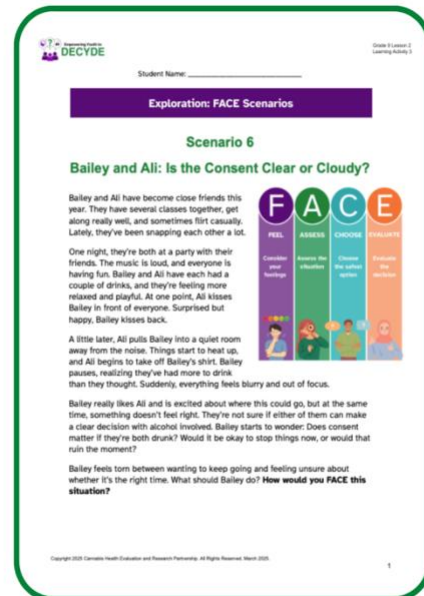
### Scenario 6: Bailey and Ali: Is the Consent Clear or Cloudy

### Scenario 7: Maria and Max: Consent and Complicated Boundaries

### Scenario 8: Ari and Taylor: Navigating Nerves

It is recommended for the teacher to facilitate the scenarios and discussion questions as a group. The student worksheets are **optional** for students to take notes during the class discussion; it is recommended that students do not complete this as independent work since the scenarios can address sensitive topics. The student worksheets with the discussion questions are available as [PDFs and Google Docs](#) on the DECYDE website

The Teacher Discussion Guide is available as a [PDF](#).



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?**

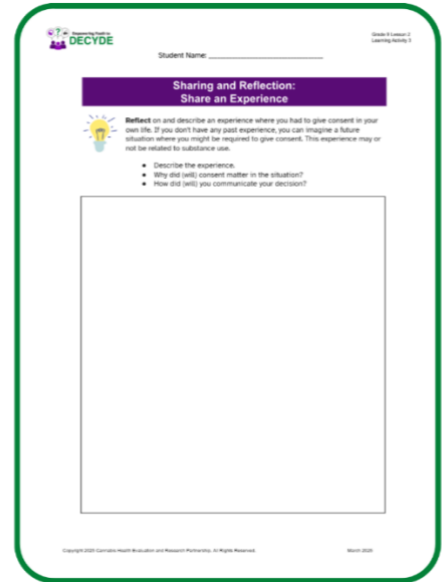
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### Sharing and Reflection: Share an Experience



To conclude Learning Activity 3, the following Journaling Activity worksheet is available as a [PDF](#) or [Google Doc](#).

**Journaling:** Ask students to reflect on and describe an experience where they had to give consent in their own life. Or, they can imagine a future situation where giving consent will be important. This experience may or may not be substance use related. Students should describe the experience, explaining why consent mattered or will matter in that situation, and how they would communicate their decision. Students may choose to share this experience with others or keep it private.



## Learning Activity 4: What to Do if Things Go Wrong



### Learning Activity Objectives:

- To recognize that sexual health concerns can affect anyone and are a normal part of human life.
- To explain the importance of seeking professional support for sexual health concerns.
- To discuss how to protect oneself from sexual violence.
- To discuss how to stay safer in social situations by developing a personal safety plan and recognizing when to seek emergency help.
- To identify and evaluate community services that support personal safety and well-being.
- Apply the FACE decision-making model to solve problems and make informed choices.
- Collaborate respectfully with peers.
- Demonstrate positive communication strategies in various social and interpersonal situations.

### Materials:

- Introduction
  - Discussion Prompts
  - Infographics: [Staying Safer Around Substances and Sexual Activity](#), [Substances and Sexual Health](#)
- Pre-Activity: Protect Yourself from Sexual Violence
  - [Tip Sheet: 14 Tips to Help Stay Safe](#)
  - [True/False Activity](#)
- Exploration Activity (Part 1): Personal Sexual Health Safety Plan
  - [Sexual Health Resources Page](#)
  - [Personal Sexual Health Safety Plan Student Worksheet](#)
- Exploration Activity (Part 2): FACE Scenarios
  - Teacher and Student Infographics: [FACE Student Version](#), [FACE Teacher Version](#), [Factors Influencing Decision-Making](#)
  - Scenario 9: [Jenna's Night: Piecing it Together](#)
  - [Teacher Discussion](#) Guide
- Sharing and Reflection: [Choice Board](#)
- Substance Snapshots: [Alcohol](#), [Date Rape Substances](#)

## Introduction

This learning activity will focus on informing students on the actions they can take if something goes wrong. Students will learn how to protect themselves from sexual violence, and how to access emergency contraception. They will also create their own Personal Safety Plan.

Begin this activity by sharing the [Staying Safer Around Substances and Sexual Activity](#) Infographic with students. Highlight how students can be proactive about staying safer in social situations. Follow this with a class discussion on potential scenarios that could go wrong when substances are involved. Have students consider situations where a person might need emergency help or support. The teacher can write a list of the things students identify. Make sure to touch on:

- Overdose
- Sexual assault

Once a list has been created, use the following discussion prompts to engage the class in further discussion:



### Discussion Prompts:

- When we talk about personal safety, what does that mean to you?
- Why do you think it's important to have a plan in case something unexpected happens?
- Why might someone hesitate to seek emergency contraception, medical care, or help after a traumatic event? How can we break down these barriers?
- Do you know of any resources that are available in our community for people who need emergency contraception, overdose assistance, or sexual assault support?
- Who are the trusted people in your life that you could turn to if you needed help?
- What are some strategies for staying safer in social settings, whether online, at parties, or in other public spaces?

## Pre-Activity: Protect Yourself from Sexual Violence

This activity will help students learn about how they can protect themselves from sexual violence. Go over the provided Tip Sheet and then engage in the True or False activity with students. Both documents are available [here](#) on the DECYDE website.



The True/False Teacher Discussion Guide is available below:

### Protect Yourself from Sexual Violence (True/False): Teacher Discussion Guide

- Young people aged 15-24 years have the highest rate of sexual assault (71 incidents per 1,000 population). **(T)**
- The majority (83%) of sexual assaults were not reported to police. In fact, only five percent of sexual assaults are reported in Canada. **(T)**
- Being manipulated into unwanted sexual activity without consent is not a form of sexual violence. **(F- manipulation into non-consensual sexual activity IS sexual violence).**
- In over half (52%) of sexual assault incidents, the perpetrator was a friend, acquaintance, or neighbor of the victim. **(T)**
- Only women are victimized by sexual assault. **(F- Anyone, regardless of gender, can be victims of sexual assault. Women are victimized at a higher rate (37 incidents per 1,000 women) than men (5 per 1,000 men). Gender-diverse individuals are much more likely to experience sexual assault compared to their cisgender counterparts.**
- Some common reasons why victims do not report sexual abuse are: the participants thought that they would not be believed, they felt ashamed or embarrassed, they did not know they could report the abuse, and they had no family support. **(T)**
- Once consent is given, it cannot be taken back or withdrawn. **(F) You can change your consent at any time, even if you previously have provided consent to an activity.**

8. You can always say no to a kiss, hug, touch, or any type of contact, even if you have said yes in the past. **(T)**

## Exploration Activity: Part 1 – Personal Sexual Health Safety Plan

For this exploration activity, students will fill in their own Personal Sexual Health Safety Plan. Students can refer to the [Staying Safer Around Substances and Sexual Activity Infographic](#) and [Sexual Health Resource Page](#) for ideas and are encouraged to look for local resources in their area. The worksheet for this activity is available as a [PDF or Google Slides](#).



### Instructions:

- Brainstorming:** Ask students to work individually or in pairs/small groups to create a list of items or strategies related to sexual health and substance use to be included in their safety plan. This can include things such as condoms, emergency contraception, contact numbers for medical help, where to get STI screening, harm reduction tips, trusted contacts, other resources. They may use the provided DECYDE resources ([Staying Safer Around Substances and Sexual Activity Infographic](#) and [Sexual Health Resource Page](#)) or look externally for resources to include in their plan.
- Develop a Personal Sexual Health Safety Plan.** Students will individually complete their safety plan using the resources from the list they have generated. The Personal Safety Plan includes the following elements:
  - Some trusted people students can contact
  - Places students can go for emergency medical care (e.g., contraception, STI treatment)
  - Ways they can stay safer
  - Other resources they can use to get care

## Exploration Activity: Part 2 – FACE Scenarios



### SUBSTANCE SNAPSHOT

Teachers may refer to the [Alcohol](#), [Date Rape Substances](#) Substance Snapshots to help inform the discussions.

As the second part of the exploration activity, students will look at the following scenarios and use the [FACE Decision-Making Model](#) to examine the situation.

**\*Due to the sensitive nature of these scenarios, it is recommended that the teacher facilitates this activity as a whole class instead of smaller groups\***

Re-introduce the FACE Decision-Making Model to students.

Please note: This scenario contains themes of sexual assault.

**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?

**Scenario: Jenna's Night: Piecing It Together**

It is recommended for the teacher to facilitate the scenarios and discussion questions as a group. The student worksheets are **optional** for students to take notes during the class discussion; it is recommended that students do not complete this as independent work since the scenarios can address sensitive topics. The student worksheets with the discussion questions are available as [PDFs and Google Docs](#) on the DECYDE website

The Teacher Discussion Guide is available as a [PDF](#).



**Sharing and Reflection: Choice Board**

For their final sharing and reflection activity, students will have the opportunity to pick an activity from the following Choice Board ([available as a PDF](#)) and create a project incorporating what they have learned throughout this lesson. They may use any of the resources from the lesson as well as resources available on the [DECYDE](#) website to inform their project.

**Choice Board**

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

- Comic Strip**: Create a comic strip that illustrates something you've learned in this unit that you think is relevant to your real life.
- 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.
- 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.
- Video or Skit**: Create a skit that highlights how to stay safer based on 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.
- Social Media Conversation**: Create a conversation between a group of friends preparing to go out and discussing their plans and how to stay safer.
- Create a Drug Safety Superhero**: Create and illustrate a substance safety superhero. Make sure to name them and explain their super powers!
- 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.

Teachers may choose to have students share their final projects with the class if time permits.



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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