

Student Name: _____

Emergency Response Stations

In this activity, students will explore 4 different emergency response stations. Instructions for each activity are found throughout this document.

Station	Page	Completed
Station 1: Recognizing Overdose Symptoms	2-3	<input type="checkbox"/>
Station 2: Recovery Position Video Challenge	4	<input type="checkbox"/>
Station 3: Eva's Story - Looking Out for a Friend	5-7	<input type="checkbox"/>
Station 4: Red Flag Challenge	8-9	<input type="checkbox"/>

Student Name: _____

Station 1: Recognizing Overdose Symptoms

What Happened Here?

- Read the following situations. Using the [Overconsumption Infographic](#), identify the following:
 - The key symptoms
 - What substance is likely involved?
 - Rate the severity and provide rationale (Red = life-threatening; Yellow = needs help; Green = non-emergency)
 - What action should you take?

Situation 1: Liam is Not Responding

Liam is slumped over on a couch at a party. His lips are blue, his breathing is very slow, and he doesn't respond when his name is called or when shaken.

- Key Symptoms:
- Likely Substance or Substance Category:
- Severity:
- Action:

Situation 2: Maya at a Field Party

Maya has been at a field party for a few hours. She started vomiting, is slurring her speech, and keeps drifting in and out of consciousness. Her skin feels cold.

- Key Symptoms:
- Likely Substance or Substance Category:
- Severity:
- Action:

Situation 3: Aiden After the Game

Aiden is celebrating a playoff win with his hockey team. One of his buddies offers him some drugs he had never taken before. After trying it, Aiden starts talking rapidly, sweating, pacing, and seems extremely agitated. Suddenly, he clutches his chest and collapses.

- Key Symptoms:
- Likely Substance or Substance Category:
- Severity:
- Action:

Student Name: _____

Situation 4: Taylor's Test Nerves

Taylor is nervous for an upcoming text, and so their friend offers them to take an anxiety pill, which Taylor accepts. After taking the pill, Taylor seem dizzy and disoriented, with slow reflexes. They fall asleep and can't be woken easily.

- Key Symptoms:
- Likely Substance or Substance Category:
- Severity:
- Action:

Situation 5: Jordan at the Park

Jordan took something at a party and is now pacing around the park. She seems terrified, saying she see things that aren't there. She is panicking, shouting, and trying to run into the street. Jordan is also very sweaty, hasn't had water in hours, and looks lightheaded.

- Key Symptoms:
- Likely Substance or Substance Category:
- Severity:
- Action:

Situation 6: Emma Has a Brownie

Emma ate some homemade brownies at a friend's house. An hour later, she feels dizzy and nauseous. Her heart is racing, she looks pale and sweaty, and she says she thinks she's "going to die."

- Key Symptoms:
- Likely Substance or Substance Category:
- Severity
- Action:

Student Name: _____

Station 2: Recovery Position Video Challenge

There are times when a person will use too much of a substance and will pass out and become unconscious. Always place them in the recovery position to keep them safe.

Activity Instructions:

- 1. Watch:** Watch the following video on how to put someone in the Recovery Position: [The Recovery Position - How To: One Minute Demos](#)



RECOVERY POSITION September 2025

WHAT IS THE RECOVERY POSITION?
The recovery position is an important first aid tool to use while waiting on medical help. It helps maintain an **open airway**, preventing obstruction, and ensuring a person can breathe properly before help arrives.

<p>1. CHECK & CALL</p> <ul style="list-style-type: none"> If someone is unresponsive, first check to make sure the person is breathing. If they are unresponsive, but breathing, it is safe to put them in recovery position. Call emergency services- 911. 	<p>5. BEND KNEE</p> <ul style="list-style-type: none"> Use your free hand to bend the far knee so their foot is flat on the ground.
<p>2. CLEAR SPACE</p> <ul style="list-style-type: none"> Kneel beside them, put them on their back, straighten their legs, and remove glasses or bulky items. Don't dig through their pockets. 	<p>6. ROLL THEM OVER</p> <ul style="list-style-type: none"> Pull the bent leg towards you and gently roll them onto their side. Make sure their bent arm and knee stay in place to stabilize them.
<p>3. ARM POSITION #1</p> <ul style="list-style-type: none"> Take the arm closest to you and place it out to the side at a right angle, palm up. 	<p>7. OPEN THE AIRWAY</p> <ul style="list-style-type: none"> Tilt their head back slightly and lift the chin to open their airway. Their hand under the cheek helps keep their head steady.
<p>4. ARM POSITION #2</p> <ul style="list-style-type: none"> Bring the other arm across their chest, placing the back of their hand under their cheek- this supports their head. 	<p>8. STAY & MONITOR</p> <ul style="list-style-type: none"> Monitor their breathing and level of consciousness. If left in position for over 30 minutes, roll them gently onto the other side.

Recovery position is a first aid technique used to help someone who is unconscious but breathing. It is not a substitute for medical attention. For more information visit us at www.decycde.ca

- 2. Review the Infographic:** Use the [Responding in Substance-Related Emergencies Infographic](#) to review the key steps of putting someone in the recovery position.

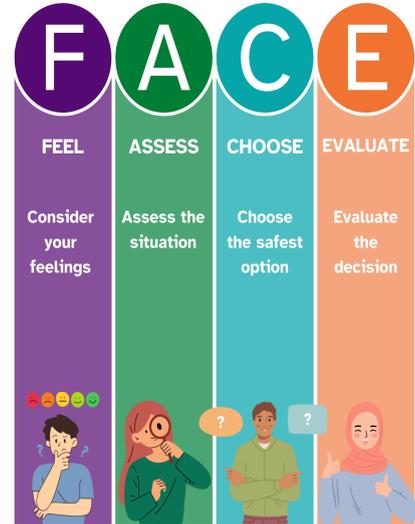
- 3. Practice:** Take a few minutes with your group to practice the Recovery Position.
- 4. Create your own 30-60 second video:** Work together to make a video teaching others how to use the Recovery Position to save a life.

Student Name: _____

Station 3: Eva's Story: Looking Out For a Friend

INSTRUCTIONS: Read the following scenario and respond to the questions. This story was shared by a youth about their own experience at a high school party. The story is told from their perspective, using their own words, to give you real insight into the choices and challenges they faced.

Use the [FACE Decision-Making Model](#) and the [Factors Influencing Decision-Making](#) Infographics to help guide your answers.



When I was in grade 11 a few of my friends and I attended a New Year's Eve party with kids from a different high school. My friend Yasmeen's boyfriend was from another high school and he was the one who invited us to go.

There were probably about 60 people at the party and no parents were home. There was mostly drinking going on and some vaping, too. Some people had coolers or beer but there was a lot of straight liquor. I remember seeing people drinking vodka straight out of the bottle. I only drank coolers.

We all didn't stay together the whole night and it was several hours later when I saw Yasmeen. She looked really drunk. She was on the couch half asleep and was slurring her words. Her boyfriend was with her trying to feed her bread to sober her up. Someone helped her upstairs and when I went to check on her again she was in the bathtub, and her boyfriend was trying to get her to drink water. I went to get my friends as I knew we needed to get her home. The ride we initially had planned was with my friend Sue's mom, but Sue didn't want to call her mom because she knew her mom would not be OK with the situation.. Yasmeen didn't want to call her mom because she knew she would be mad. Her mom didn't know she went to a party. I ended up calling my mom because she told me that if anything were to happen to call me and she would pick up me and my friends.

We helped Yasmeen get back down the stairs and stayed with her until my mom came. When my mom arrived, she asked my friend to call Yasmeen's mom to make sure she would be home before she drove Yasmeen home.

Student Name: _____

When my mom tried to help Yasmeen out of the house she fell down in the snow. Another parent who was picking up their child helped get Yasmeen up and into the vehicle.

After that night, Yasmeen wasn't allowed to do anything. She could go to school and hang out with her friends, but she wasn't allowed to go to parties or sleepovers. Her mom blamed us for getting her drunk and giving her straight alcohol, but I was only drinking coolers! She was the one who didn't tell her mom where she was going, and it was her boyfriend that was giving her vodka. I just hate how much blame we got from her mom when I'm the one that called my mom to get her home safely.

Yasmeen got made fun of a lot for getting so drunk, especially when she went back to school after the holidays. I felt bad that she drank too much and people were making fun of her. I didn't see her very often outside of school because she wasn't allowed to do much and her mom wouldn't let her hang out with us.

I didn't get in trouble with my mother. She was relieved that I called when a friend was in trouble. We talked a lot about safe drinking so I could understand the difference between straight liquor and mixed drinks. When I went to other parties in the future I always drank mixed drinks, as I didn't want to end up like Yasmeen did. My mom always reminded me before going to a party that I could call home and she would come get me, which made me feel safer.

FACE Questions:**FEEL**

1. How do you think Eva felt when she noticed Yasmeen was in trouble at the party?

ASSESS

2. What are the signs that told Eva something wasn't right?

3. What options did Eva have at the time?

Student Name: _____

CHOOSE

4. What choice did Eva make, and what were the results?

5. What factors might have influenced Eva to make her decision?

EVALUATE

6. How did Eva's decision to help Yasmeen affect both her friend's safety and their friendship?

7. What could Eva and her friends have done differently?

Student Name: _____

Station 4: Red Flag Challenge

Instructions: Based on what you have learned about harm reduction and responding in emergencies, point out the red flags in the following situations.

Situation 1:

Jasmine is at a party with her friends. She's been drinking alcohol and then takes a couple of mystery pills that someone says are "just Molly." She says she feels weird and goes to lie down in a back room — alone.

Red Flags:**Situation 2:**

After a concert, Taylor finds someone passed out on the sidewalk near the venue. They check if the person is breathing and then walk away because they "don't want to get involved or get in trouble."

Red Flags:**Situation 3:**

Riley and Sam take a benzodiazepine Xanax and alcohol together at a party. Riley seems super out of it, so Sam brings them to the car and lets them "sleep it off" in the back seat while heading back inside to party.

Red Flags:

Student Name: _____

Situation 4:

A group of friends is hanging out for a sleepover. One of them brings THC gummies from a sketchy online seller. They all take one, but Liam decides to take more because he “doesn’t feel anything yet.” When he starts vomiting and acting really confused, the others just let him sleep it off.

Red Flags:**Situation 5:**

Ethan is experimenting with a new vape pen that he bought online. It’s supposed to have a cannabis concentrate, but the label is in another language. He decides to try it at home while his parents are out and doesn’t tell anyone he’s using it.

Red Flags:**Situation 2:**

Noah is at a house party when someone he doesn’t know well offers him a pill, saying it will “make the night more fun.” He’s been drinking already and, not wanting to seem boring, takes the pill without asking what it is. A short while later, he feels overheated and dizzy, his heart is racing, and he’s struggling to stay on his feet.

Red Flags: