

## High School Drug Education

# Lesson 2: Be Prepared: Understanding Harm, Safety, and Emergency Response

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

#### Drug Education

1. Identify and analyze the impact of substances on health and well-being.
2. Apply harm reduction and prevention approaches to substance use in ways that support safety and well-being within the home, school, and community.
3. Identify strategies for preventing and responding to substance-related emergencies.
4. Develop an emergency response personal safety plan related to substance use.
5. Demonstrate decision-making skills that support health and well-being and safer choices.

#### Emotional and Social Well-being

6. Demonstrate knowledge, skills, and behaviours related to health-related decision making.

#### Technology and Communications

7. Utilize information technology to access, present, and communicate information on substance use.

#### Environmental Health and Safety

8. Demonstrate skills and behaviours which enhance personal safety, the safety of others, and the protection of the environment.

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



Lesson 1: Substance Use Policies and Regulations

**Lesson 2: Be Prepared: Understanding Harm, Safety, and Emergency Response**

Lesson 3: Navigating Substance Use: Understanding Choices, Stigma, and Support

Lesson 4: Mental Health and Substance Use: Understanding the Connection and Building Resilience

### Lesson Snapshot:

#### Lesson 2: Be Prepared: Understanding Harm, Safety, and Emergency Response

##### Norms & Expectations

- Learning Activity 1: The Effects of Substances on Overall Health and Well-Being
- Learning Activity 2: Harm Reduction
- Learning Activity 3: Helping Others and Self in an Emergency
- Learning Activity 4: Making Difficult Decisions

## Background Information



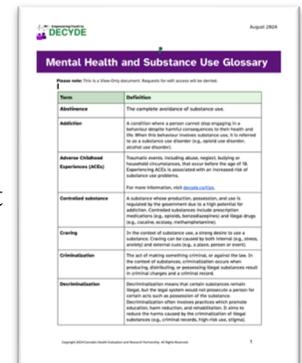
### Definition of Drugs

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 Mental Health and 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
<b>Absorbance</b>	The complete avoidance of substance use.
<b>Addiction</b>	A condition where a person cannot stop engaging in a behavior despite consequences for health and well-being. Continued substance use is often associated with physical dependence on the substance and withdrawal symptoms when use is stopped or reduced.
<b>Adverse Childhood Experiences (ACEs)</b>	Traumatic events, including abuse, neglect, living in households with substance use problems, parental divorce, parental mental illness, parental incarceration, parental substance use, and parental violence. Research shows that exposure to ACEs is associated with an increased risk of substance use problems.
<b>Controlled substance</b>	For more information, visit <a href="#">decedu.org</a> . A substance that is controlled, regulated, and/or restricted by the government due to its potential for abuse. Controlled substances include prescription medications, illicit substances, and illegal drugs.
<b>Craving</b>	In the context of substance use, a strong desire to use a substance. Craving can be triggered by cues, such as people, places, or objects associated with the substance.
<b>Crystallization</b>	The act of making something concrete, or applied the use. In the context of substance use, it refers to the process of making a decision about whether to use a substance.
<b>Deindividuation</b>	Deindividuation refers to the loss of individual identity and self-awareness, often leading to impulsive and risky behavior. It is often associated with substance use and group dynamics.



[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**

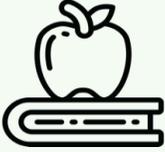
Discussion about drug or substance use may provoke a range of feelings. Building a positive rapport is vital to effectively engage youth in learning conversations. Respect for students' comments, questions, and concerns surrounding drug use is important regardless of personal opinions. If needed, encourage 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: Be Prepared: Understanding Harm, Safety, and Emergency Response



### Learning Activities and Teacher Background Resources

Learning Activity 1: The Effect of Substances on Overall Health and Well-being

Learning Activity 2: Harm Reduction

Learning Activity 3: Helping Others and Self in an Emergency

Learning Activity 4: Making Difficult Decisions

### Teacher Resources:

- Substance Snapshots: [Cannabinoids \(Cannabis\)](#), [Depressants \(Alcohol, Benzodiazepine, Opioids, Fentanyl & Fentanyl Analogs\)](#), [Hallucinogens \(Ecstasy\)](#), [Stimulants \(Cocaine, Nicotine, Caffeine, Methylphenidate\)](#), [Anabolic Steroids](#)
- Infographics: [FACE Decision-Making Model](#), [Health and Wellness Infographic](#), [Harm Reduction](#), [Factors Affecting Intoxication](#), [Responding in Substance Related Emergencies](#), [Overconsumption](#), [Naloxone](#)



### 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: The Effect of Substances on Overall Health and Well-Being



### Learning Activity Objectives:

- Describe how substances can affect the five components of health and well-being (mental, physical, emotional, spiritual, and social health).
- Explain how the dose of a substance can change its impact on the body and affect whether it is safe or harmful.
- Examine health situations (e.g., polysubstance use, medication adherence, impaired driving, pregnancy/breastfeeding, personal health factors) and identify the potential risks involved.
- Research and present the health impacts of a substance-use situations using reliable sources.
- Apply decision-making skills to scenarios and evaluate the potential outcomes of different choices.
- Reflect on the short- and long-term effects of substances, considering impacts on personal goals, relationships, and overall well-being.

### Materials:

- Introduction: Substance Use and Health
  - Discussion Prompts
  - Substance Use and Health True or False Activity – [Canva Presentation](#)
  - Infographics: [Health and Wellness Infographic](#)
- Pre-Activity: Does Dose Matter?
  - [Canva Presentation](#)
- Exploration Activity:
  - Part 1: Substance Use and Health Situations
    - [Student Worksheet](#)
    - [Teacher Discussion Guide](#)
  - Part 2: FACE Scenarios
    - Scenario 1: Lola – A Dangerous Mix - [Student Worksheet](#)
    - Scenario 2: PK – A Risky Ride - [Student Worksheet](#)
    - Scenario 3: Kai – Crossing the Line - [Student Worksheet](#)
    - Scenario 4: Xavier – The Cost of Saying No - [Student Worksheet](#)
    - [Teacher Discussion Guide](#)
    - Infographics: [Factors Influencing Decision-Making, FACE Decision-Making Model](#)
- Sharing and Reflection: Effects of Substance Use
  - [Student Worksheet](#)
- Substance Snapshots: [Cannabis](#), [Alcohol](#), [Opioids](#), [Methylphenidate](#), [Cocaine](#), [Nicotine](#), [Caffeine](#), [Anabolic Steroids](#)

## Introduction: Substance Use and Health

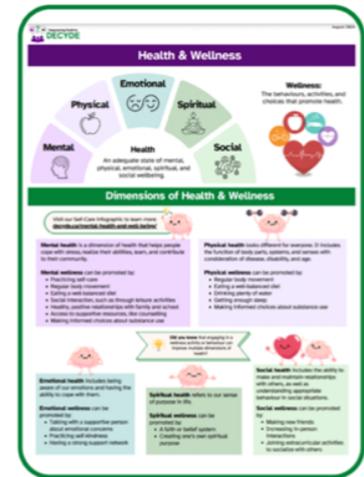
In Learning Activity 1, students will explore how different substances can affect overall health and well-being. Using the [Health and Wellness Infographic](#) as a guide, they will consider the five components of wellness—**mental, physical, emotional, spiritual, and social health**—and how substance use can impact each one.



Teachers may refer to the [Cannabis](#), [Alcohol](#), [Opioids](#), [Methylphenidate](#), [Cocaine](#), [Nicotine](#), [Caffeine](#), and [Anabolic Steroids](#) Substance Snapshots to help inform the discussions.

The discussion will touch on important situations such as **polysubstance use**, **taking medications as prescribed**, **driving under the influence**, **substance use during pregnancy and breastfeeding**, and how **personal factors** like **genetics or existing health conditions** can change the way substances affect a person.

To begin, use the following discussion prompts to introduce the topic, spark conversation, and assess students' prior knowledge.



### Discussion Prompts:



- How might substance use affect each area of health and wellness (mental, physical, emotional, social, spiritual)?
- Which component of health do you think is most impacted by substance use, and why?
- Can substance use affect more than one area of health at the same time?
- Do you think people know the impacts of a substance on their health before using it? Why or why not?
- Why do you think some substances are safe in small amounts but dangerous in larger ones?
- How can polysubstance use (using more than one substance at a time) increase the chances of overdose or other harmful effects?
- How can someone know what an appropriate or safe dose is?
- Why do you think certain drugs (like fentanyl) are more dangerous even in very small doses?
- Why is it important to take prescription medications exactly as directed by a healthcare provider?
- How might a person's health condition (like asthma, anxiety, or diabetes) change how they're affected by a drug?
- Why do some people have stronger or weaker reactions to the same substance?
- Why is it important to take medications exactly as prescribed?
- What risks come with driving after using alcohol, cannabis, or other substances?
- Why might substance use during pregnancy or breastfeeding be especially harmful?
- How might a person's genetics or existing health conditions influence how substances affect them?

## Substance Use and Health True or False

Next, teachers can use the [Substance Use and Health True or False presentation](#) to gauge the student's knowledge. Throughout the activity, teachers will engage students in a learning conversation about substances that will be explored throughout the lesson.

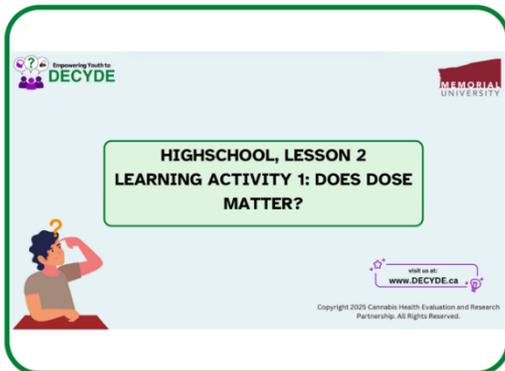
The teacher may display the presentation using the [Canva Presentation](#). The answers are provided in slides and in the Teacher Discussion Guide, [available as a PDF](#).



## Pre-Activity: Does Dose Matter?

In this pre-activity, students will continue to learn about the **health effects of substances** by exploring the concept of **lethal doses**. As a class, begin with a brief discussion about why the dose of substances matters. Use the [Does Dose Matter? Canva presentation](#) to review what the terms dose and lethal dose

mean. Then, look at the examples of acetaminophen and opioids to help explain how dose can affect the body. The Teacher Discussion Guide is available below.



## Teacher Discussion Guide

**Activity Introductions:** Whether you are using drugs prescribed to you by a healthcare professional, OTC medications, or non-medical drugs, it is important to know the appropriate dose for you. The same substance can have very different effects depending on how much you take.

Especially for unregulated drugs, as there is no exact formula to determine how much of a certain drug, or mix of drugs, will cause overdose. That's why it's important to understand how strong a substance is, how much is safe (if any), and how it affects different people. What's a small dose for one person might be too much for someone else, depending on their size, tolerance, and health.

### Example 1: Acetaminophen – Discussion Questions:

1. Have you used this medication in the past?
  - a. Answers will vary
2. What is this drug used for?
  - a. Headaches, colds, or fevers.
3. Is it dangerous?
  - a. At the correct dose, it is generally safe.
  - b. Taking too much (overdose) can cause serious liver damage and may be life-threatening.



4. What is the dose?
  - a. Look at packaging and/or provided image
5. Can everyone take the same dose?
  - a. No — children, adults, and people with certain health conditions (like liver disease) require different doses. Body weight, age, and health all change what's safe.

**Optional:** Teachers can also purchase OTC oral suspension Acetaminophen (liquid). How do you measure out the correct dose with the liquid version of this drug?

- Use the provided dosing device (oral syringe, cup, or spoon with markings).
- Do not guess or use kitchen spoons — this can lead to incorrect dosing.

**Example 2: Opioids – Discussion Questions:**

1. Why do you think there is “no exact formula” for how much of a drug can cause an overdose?
  - a. Everyone’s tolerance is different.
  - b. Factors include body size, health, type of opioid, mixing with other substances, and how it’s taken (swallowed vs injected).
  - c. Even the same person might react differently at different times (e.g., after a break in use).
2. Why do you think unregulated drugs are more dangerous than regulated ones?
  - a. Regulated (prescription) drugs have known ingredients and doses.
  - b. Unregulated (“street”) drugs may be mixed with other substances like fentanyl, which increases overdose risk.
  - c. You can’t be sure of the strength or purity.
3. Why might someone be at a higher risk after a period of no drug use?
  - a. Tolerance decreases quickly. A dose that felt “normal” before can overwhelm the body not using the substance after a period of time.

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## Exploration Activity Part 1: Substance Use and Health Situations

For Part 1 of the exploration activity, split the class into up to 8 groups and assign each group a different situation. Each group will **research the health effects of their assigned situation** and share their findings with the class. Students may use [DECYDE Substance Snapshots](#) or other reliable online sources.



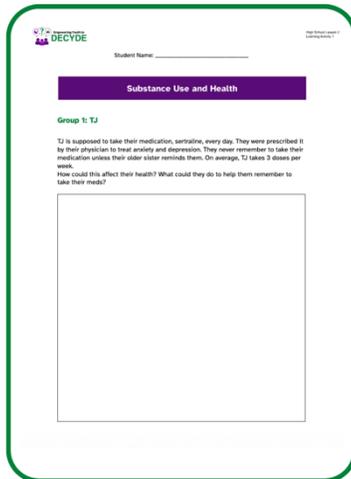
### SUBSTANCE SNAPSHOT

Teachers may refer to the [Cannabis](#), [Alcohol](#), [Opioids](#), [Methylphenidate](#), [Cocaine](#), [Nicotine](#), [Caffeine](#), and [Anabolic Steroids](#) Substance Snapshots to help inform the discussions.

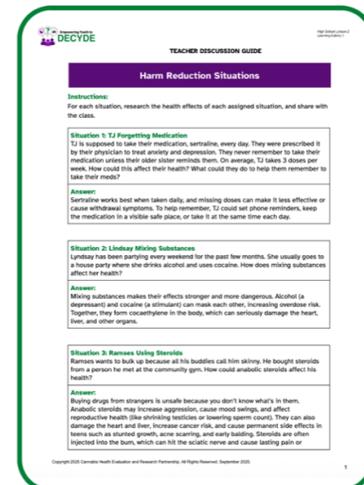
The Student Worksheet for this activity is [available as a PDF or Google Doc](#).

### Situations:

1. TJ Forgetting Medication
2. Lindsay Mixing Substances
3. Ramses Using Steroids
4. Shelby's Pregnancy
5. Ali's Concussion
6. Malachy's Diabetes
7. Mimi Using Cocaine
8. Alex - Mixing Alcohol and Caffeine



The Teacher Discussion Guide is [available as a PDF](#) on the DECYDE website.



## Exploration Activity Part 2: FACE Scenarios

In the second part of this Exploration Activity, students will consider how their **choices and decisions** can affect their **health and well-being**. The goal is to highlight why **thoughtful decision-making matters** when it comes to substance use.

Start by presenting and discuss the [FACE Decision-Making Model](#) with students. They will use the model to explore how youth may:



## High School Lesson 2

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

Next, provide the Student Worksheets ([available in PDF or Google Doc](#)). Students will use these to apply the FACE Decision-Making Model to each scenario. Depending on class needs, students can complete the activity individually, in pairs, or in small groups.



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

**FACE Scenarios**

**Scenario 1: Lola**

A couple nights after Lola began taking new prescription medications for her anxiety and depression, she went to a house party. The combination of her new medications and alcohol caused her to get more drunk than usual. She cannot remember much the next morning, but her best friend finally told her that she was acting very “sloppy” and not herself. Lola is feeling embarrassed and does not want to go back to school Monday morning.

**How should Lola FACE this situation?**

**FEEL**

1. How do you think Lola was feeling when she couldn't remember what happened at the party?
2. How do you think Lola felt when her friends told her how she was acting?

### FACE Decision-Making Scenarios:

Scenario 1: Lola – A Dangerous Mix

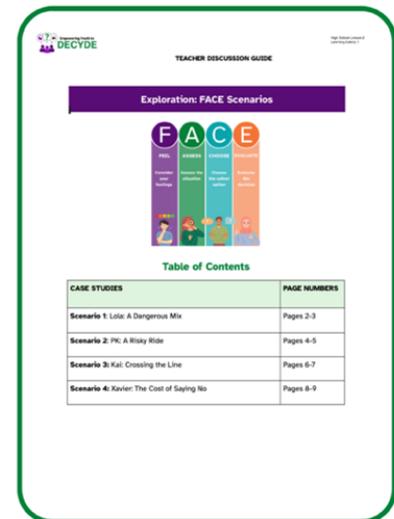
Scenario 2: PK – A Risky Ride

Scenario 3: Kai – Crossing the Line

Scenario 4: Xavier – The Cost of Saying No

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

DECYDE website. Teachers may choose to model Scenario 1 with the class (see below).



**TEACHER DISCUSSION GUIDE**

**Exploration: FACE Scenarios**

**Table of Contents**

CASE STUDIES	PAGE NUMBERS
Scenario 1: Lola: A Dangerous Mix	Pages 2-3
Scenario 2: PK: A Risky Ride	Pages 4-5
Scenario 3: Kai: Crossing the Line	Pages 6-7
Scenario 4: Xavier: The Cost of Saying No	Pages 8-9

### Sample Scenario 1: Lola – A Dangerous Mix

A couple nights after Lola began taking new prescription medications for her anxiety and depression, she went to a house party. The combination of her new medications and alcohol caused her to get more drunk than usual. She cannot remember much the next morning, but her best friend finally told her that she was acting very “sloppy” and not herself. Lola is feeling embarrassed and does not want to go back to school Monday morning.

**How should Lola FACE this situation?**

**FEEL:**

- 1. How do you think Lola was feeling when she couldn't remember what happened at the party?**
  - Anxious about going back to school
  - Worried about what she did in front of her peers
  - Embarrassed by her actions.
- 2. How do you think Lola felt when her friend told her how she was acting?**
  - Lola probably felt embarrassed that she acted that way. She may also regret her actions and feel upset with herself.

**ASSESS:**

- 3. Why do you think Lola got more drunk than she usually does during this party?**
  - The combination of her new medications with alcohol most likely caused her to get more intoxicated than alcohol alone.

**CHOOSE:**

- 4. Lola is nervous about going to school on Monday morning. What are some healthy ways she can manage this nervousness?**
  - Talk to someone about it (friend, family member, teacher, counsellor).
  - Do an activity that she enjoys on Sunday evening or Monday morning (ex. Work out, yoga, draw, meditate before starting her week back at school).
  - Think of how she would react or what she could say if someone brings up how she acted at the party.
  - Realize that everyone may find themselves in a situation where they feel embarrassed at some point and that she is not alone.

**EVALUATE:**

- 5. What do you think Lola can learn from this experience?**
  - There are interactions between drugs (medicinal and/or non-medicinal) that can cause side effects like she experienced.
  - If she is going to drink alcohol or use other drugs, she should “start low and go slow”. Smaller doses lower the risk of side effects.

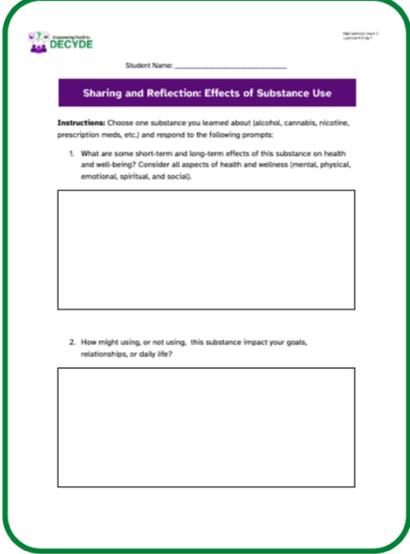
## Sharing and Reflection: Effects of Substance Use

Ask students to choose **one substance they learned about** (alcohol, cannabis, nicotine, prescription meds, etc.) and respond to the following prompts:



1. What are some short-term and long-term effects of this substance on health and wellbeing? Consider all aspects of health and wellness (mental, physical, emotional, spiritual, and social).
2. How might using, or not using, this substance impact your goals, relationships, or daily life?
3. Why does the dose of the substance matter?

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



DECYDE

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

**Sharing and Reflection: Effects of Substance Use**

**Instructions:** Choose one substance you learned about (alcohol, cannabis, nicotine, prescription meds, etc.) and respond to the following prompts:

1. What are some short-term and long-term effects of this substance on health and well-being? Consider all aspects of health and wellness (mental, physical, emotional, spiritual, and social).

\_\_\_\_\_

2. How might using, or not using, this substance impact your goals, relationships, or daily life?

\_\_\_\_\_

## Learning Activity 2: Harm Reduction



### Learning Activity Objectives:

- Define harm reduction and identify examples of harm reductions strategies in the home, school, and community.
- Explain how harm reduction approaches (e.g., safe supply, drug testing, naloxone, safer partying strategies) can prevent harms and support overall health and well-being.
- Analyze common myths about harm reduction and apply evidence-based reasoning to debunk misconceptions.
- Examine real-life situations involving different substances (e.g., cannabis, alcohol, vaping, ecstasy, cocaine) and propose practical harm reduction strategies for each.
- Design a harm reduction tool or resource (e.g., kit, app, safe consumption site) that could be used in their school or community and reflect on its potential impact.

### Materials:

- Introduction:
  - Discussion Prompts
  - Chocolate Chip Cookie Activity – [Canva Presentation](#)
  - Infographics: [Harm Reduction](#), [Fentanyl & Fentanyl Analogs](#)
- Pre-Activity: Party Safer Jeopardy
  - [Jeopardy \(Google Slides Presentation\)](#)
  - Infographics: [Harm Reduction](#), [Factors Affecting Intoxication](#), [Responding in Substance-Related Emergencies](#)
- Exploration Activity:
  - Part 1: Harm Reduction Myth Busters
    - [Student Worksheet](#)
    - Infographic: [Harm Reduction](#)
  - Part 2: Harm Reduction Situations
    - [Student Worksheet](#)
    - [Teacher Discussion Guide](#)
- Sharing and Reflection: Harm Reduction Tool
  - [Student Worksheet](#)
- Substance Snapshots: [Fentanyl](#), [Alcohol](#), [Opioids](#), [Cannabinoids \(Cannabis\)](#), [Ecstasy](#), [Cocaine](#), [Nicotine \(Inhaled\)](#)

## Introduction: Class Discussion

In Learning Activity 2, students will think critically about **harm reduction and substance use**. Students will also have the opportunity to **research, analyze and discuss** different harm reduction strategies and the effect of substances on their overall health and well-being.

Ask students to provide their own definitions of harm reduction, then lead a class discussion and brainstorming session on examples of harm reduction.



### Discussion prompts (with Teacher Discussion Guide):

#### • What is your definition of harm reduction?

- *Answers may vary. Harm reduction aims to provide individuals with the knowledge to make safe and informed choices and reduce the negative consequences associated with drug use. Harm reduction can also be related to non-substance related situations.*

#### • What are some examples of harm reduction not related to substance use?

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| <ul style="list-style-type: none"> <li>○ <i>Safe sex practices: condoms, regular STI testing if you have multiple partners</i></li> <li>○ <i>If you're using a rideshare app (e.g., Uber or Lyft), be sure to verify the driver and license plate with the car you ordered</i></li> <li>○ <i>Wear sunscreen on sunny days</i></li> <li>○ <i>Wear hats on sunny days</i></li> <li>○ <i>Wearing hi-visibility clothing if walking/running in the dark or hunting</i></li> <li>○ <i>Vaccines</i></li> <li>○ <i>Storing or transporting hunting guns unloaded</i></li> </ul> | <ul style="list-style-type: none"> <li>○ <i>Hike with friends/Snowmobile with friends to avoid getting lost in cold, wintery weather</i></li> <li>○ <i>Seatbelts</i></li> <li>○ <i>Wearing life jackets when boating</i></li> <li>○ <i>Helmets</i></li> <li>○ <i>Protective sports gear</i></li> <li>○ <i>Limiting time spent on social media</i></li> <li>○ <i>Limiting money spent while gambling</i></li> <li>○ <i>Medication to prevent certain diseases</i></li> <li>○ <i>Not hunting from roads</i></li> </ul> |
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#### • What are some examples of harm reduction related to substance use?

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>○ <i>Avoid using substances all together</i></li> <li>○ <i>Choose a pharmaceutical grade or legal supply</i></li> <li>○ <i>Start low and go slow</i></li> <li>○ <i>Avoid mixing substances</i></li> <li>○ <i>Avoid using substances before work or school</i></li> <li>○ <i>Use in moderation</i></li> <li>○ <i>Always use with a buddy present</i></li> <li>○ <i>If you don't have a friend present, use a virtual safe consumption site such as:<br/><a href="https://www.nors.ca/">https://www.nors.ca/</a></i></li> <li>○ <i>Plan transportation</i></li> </ul> | <ul style="list-style-type: none"> <li>○ <i>Drink water before, during and after</i></li> <li>○ <i>Eat beforehand</i></li> <li>○ <i>Avoid using homemade supplies</i></li> <li>○ <i>Have Naloxone with you</i></li> <li>○ <i>Test your drugs</i></li> <li>○ <i>Replace some or all alcoholic drinks with "mocktails"</i></li> <li>○ <i>Don't accept drinks you haven't seen being opened or made (including non-alcoholic)</i></li> <li>○ <i>Don't leave drinks unattended (including non-alcoholic)</i></li> </ul> |
|--|---|

- *Don't use substances and drive any vehicle (cars, trucks, ATVs, snowmobiles, boats, etc.)*
- *If you think you may have sex, bring condoms*
- *Avoid sharing needles/other supplies*
- *Check in with friends to make sure everyone gets home safely and share your location with someone you trust.*
- *Avoid substances when pregnant*
- *Know local emergency numbers.*
- *Have a sober guide if using psychedelics*
- *Using nicotine replacement therapy instead of smoking cigarettes*
- *Using a syringe or dosing cup with measurement markings instead of a spoon and eye-balling it.*

## Introductory Activity: Chocolate Chip Cookie Activity

Continuing the class discussion, use the following example, **The Chocolate Chip Cookie Activity**, as an introductory activity to get students thinking about **safe supply, drug testing, and harm reduction**. The teacher may supply chocolate chip cookies to students, or display the photo on the [Canva Presentation](#).



As a class, teachers will go through the questions on the slide with the students. The [Harm Reduction Infographic](#) and [Fentanyl & Fentanyl Analogs](#) resource may be helpful to guide the activity. The Teacher Discussion Guide is available below.

### Teacher Discussion Guide:

Imagine that the cookie is a pill and the chocolate chips are fentanyl. If a pill is laced with fentanyl, it will be found scattered throughout the pill, just like chocolate chips in the cookie.

- Ask students to pull off a little piece of the cookie (or imagine they bite into a little piece if the cookie). Is there chocolate chips in that piece of cookie? Does that mean there are no chocolate chips in the rest of the cookie?
  - *No*
- How does this compare to a fentanyl laced pill?
  - Just because there is no fentanyl in one part of a pill, doesn't mean it isn't present in the rest of the pill.
  - The amount of fentanyl may vary in the pill (just like each piece of chocolate may be a different size).
  - Unless pills are pharmaceutical grade (i.e. made by a pharmaceutical company), entire pills need to be tested in order to effectively test it for fentanyl, not just a part of it.

- If someone was planning to use a pill, what could they do to reduce their risk, knowing what we just learned about fentanyl being unevenly spread out?
  - Choose not to use at all
  - Using a fentanyl test strip on the whole pill
  - Not using alone
  - Start with a smaller amount (start low, go slow)
  - Carry a naloxone kit
  - Know emergency numbers/resources.

## Pre-Activity: Party Safer Jeopardy Activity



Teachers may refer to the [Fentanyl](#), [Alcohol](#), [Opioids](#), [Cannabis](#), [Ecstasy](#), [Cocaine](#), and [Nicotine](#) Substance Snapshots to help inform the discussions.

Next, engage the class in the following “Party Safer” Jeopardy Game ([available as a Google Slides presentation](#)). Teachers will facilitate the game for students using the presentation.

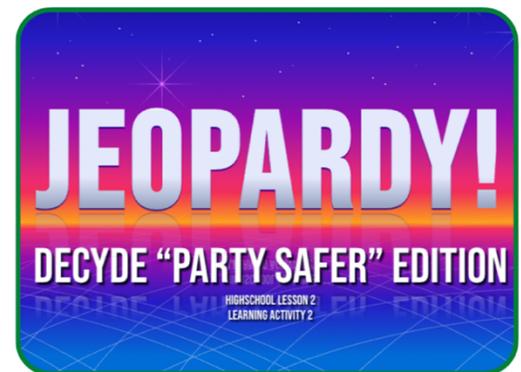
This game contains six different categories:

1. Pre-Party
2. Party Time
3. Party’s Over
4. What to do if Someone Overdoses
5. Sober Up (Mythbusting)
6. Reflect: Ways to stay safer in the future

The questions focus primarily on **harm reduction**, but also cover topics such as **what to do in an emergency**, **factors affecting intoxication**, **personal boundaries**, and **decision making**.

Teachers may provide the following infographics to students to reference during the game: [Harm Reduction](#), [Factors Affecting Intoxication](#), and [Responding in Substance-Related Emergencies](#). **Answers for teachers and students are included in the slides.** Teachers should use this game to gauge the students’ understanding of these topics.

Following the game, give the students an opportunity to share what they learned and ask if they need clarification or have questions before moving on to the next activity.



## Exploration Activity Part 1: Harm Reduction Myth Busters

In this exploration activity, students will work collaboratively to **research and “bust”** common myths about harm reduction. This activity promotes **critical thinking, discussion, and evidence-based reasoning**.

### Teacher Instructions:

#### 1. Introduce the Activity

Explain that students will be working in small groups (or pairs) to research and debunk common myths about harm reduction. Share that they will create a short poster, slide, or infographic to present their findings.

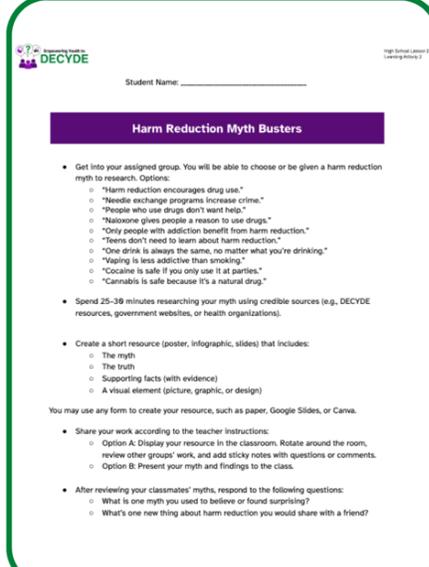
#### 2. Review Background Information

Present and discuss the [Harm Reduction Infographic](#) with the class. Provide a brief overview of harm reduction and why it is important.



#### 3. Provide Materials

Distribute the Student Worksheet (available as a [Google Doc](#) or [PDF](#)), which lists several harm reduction myths.



Empowering Youth to  
**DECYDE**

High School Lesson 2  
 Learning Activity 1

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

**Harm Reduction Myth Busters**

- Get into your assigned group. You will be able to choose or be given a harm reduction myth to research. Options:
  - "Harm reduction encourages drug use."
  - "Needle exchange programs increase crime."
  - "People who use drugs don't want help."
  - "Naloxone gives people a reason to use drugs."
  - "Only people with addiction benefit from harm reduction."
  - "Fentanyl doesn't need to be learned about harm reduction."
  - "One drink is always the same, no matter what you're drinking."
  - "Vaping is less addictive than smoking."
  - "Cocaine is safe if you only use it at parties."
  - "Cannabis is safe because it's a natural drug."
- Spend 25–38 minutes researching your myth using credible sources (e.g., DECYDE resources, government websites, or health organizations).
- Create a short resource (poster, infographic, slides) that includes:
  - The myth
  - The truth
  - Supporting facts (with evidence)
  - A visual element (picture, graphic, or design)

You may use any form to create your resource, such as paper, Google Slides, or Canva.

- Share your work according to the teacher instructions:
  - Option A: Display your resource in the classroom. Rotate around the room, review other groups' work, and add sticky notes with questions or comments.
  - Option B: Present your myth and findings to the class.
- After reviewing your classmates' myths, respond to the following questions:
  - What is one myth you used to believe or found surprising?
  - What's one new thing about harm reduction you would share with a friend?



Some example myths include:

- “Harm reduction encourages drug use.”
- “Needle exchange programs increase crime.”
- “People who use drugs don’t want help.”
- “Naloxone gives people a reason to use drugs.”
- “Only people with addiction benefit from harm reduction.”
- “Teens don’t need to learn about harm reduction.”
- “One drink is always the same, no matter what you’re drinking.”
- “Vaping is less addictive than smoking.”
- “Cocaine is safe if you only use it at parties.”
- “Cannabis is safe because it’s a natural drug.”

#### 4. Assign Myths

Decide whether to:

- Assign each group/pair a myth,
- Allow groups to select from the list, or
- Encourage students to identify their own myth.

#### 5. Research and Create (25–30 minutes)

Students research their myth using credible sources (e.g., DECYDE resources, government health websites, community organizations). Each group creates a short resource (poster, infographic, or slide) that includes:

- The myth
- The truth
- Supporting facts
- A visual element

#### 6. Share Resources

Choose one of two options for sharing:

**Option A:** Display resources around the classroom. Students rotate, review others’ work, and leave sticky notes with questions or comments.

**Option B:** Each group presents their myth and findings to the class.

#### 7. Debrief and Reflect

Facilitate a whole-class discussion to wrap up the activity. Highlight common themes across the myths. Ask guiding questions such as:

- a) Which myth surprised you the most?
- b) Did any myths challenge your assumptions or make you think differently?
- c) What is one new fact about harm reduction you would share with a friend?

## Exploration Activity Part 2: Harm Reduction Situations

In the second part of this exploration activity, students will review several situations and **brainstorm harm reduction strategies** that could apply to each one.

Teachers may choose one of the following formats:

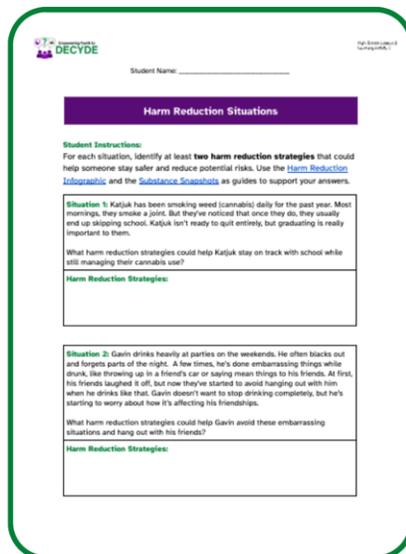
- **Option A:** Facilitate a whole-class discussion of each situation. As a group, identify and discuss at least two harm reduction strategies for each situation.
- **Option B:** Have students work in small groups. Each group will review the situations and identify at least two harm reduction strategies for each one. Groups will then report back to the class, followed by a whole-class discussion to compare and build on ideas.

The Student Worksheet is available as a [PDF or Google Doc](#). Five different situations are available:



### SUBSTANCE SNAPSHOT

Teachers may refer to the [Fentanyl](#), [Alcohol](#), [Opioids](#), [Cannabis](#), [Ecstasy](#), [Cocaine](#), and [Nicotine](#) Substance Snapshots to help inform the discussions.



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

### Harm Reduction Situations

**Student Instructions:**  
For each situation, identify at least **two harm reduction strategies** that could help someone stay safer and reduce potential risks. Use the [Harm Reduction Infographic](#) and the [Substance Snapshots](#) as guides to support your answers.

**Situation 1:** Katjuk has been smoking weed (cannabis) daily for the past year. Most mornings, they smoke a joint. But they've noticed that once they do, they usually end up skipping school. Katjuk isn't ready to quit entirely, but graduating is really important to them.

What harm reduction strategies could help Katjuk stay on track with school while still managing their cannabis use?

**Harm Reduction Strategies:**

---

**Situation 2:** Gavin drinks heavily at parties on the weekends. He often blacks out and forgets parts of the night. A few times, he's done embarrassing things while drunk, like throwing up in a friend's car or saying mean things to his friends. At first, his friends laughed it off, but now they've started to avoid hanging out with him when he drinks like that. Gavin doesn't want to stop drinking completely, but he's starting to worry about how it's affecting his friendships.

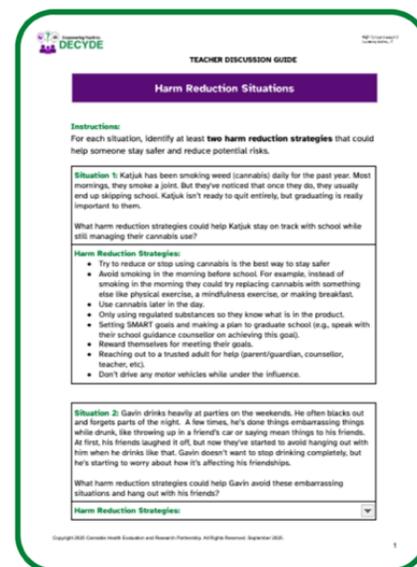
What harm reduction strategies could help Gavin avoid these embarrassing situations and hang out with his friends?

**Harm Reduction Strategies:**

---

1. Katjuk: Cannabis
2. Gavin: Alcohol
3. Jessie: Vaping
4. Leo: Ecstasy
5. Harper: Cocaine

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



**TEACHER DISCUSSION GUIDE**

### Harm Reduction Situations

**Instructions:**  
For each situation, identify at least **two harm reduction strategies** that could help someone stay safer and reduce potential risks.

**Situation 1:** Katjuk has been smoking weed (cannabis) daily for the past year. Most mornings, they smoke a joint. But they've noticed that once they do, they usually end up skipping school. Katjuk isn't ready to quit entirely, but graduating is really important to them.

What harm reduction strategies could help Katjuk stay on track with school while still managing their cannabis use?

**Harm Reduction Strategies:**

- Try to reduce or stop using cannabis. The best way to stay safer
- Avoid smoking in the morning before school. For example, instead of smoking in the morning they could try replacing cannabis with something else like physical exercise, a mindfulness exercise, or making breakfast.
- Use cannabis later in the day.
- Only using regulated substances so they know what is in the product.
- Setting SMART goals and making a plan to graduate school (e.g., speak with their school guidance counselor on achieving this goal).
- Reward themselves for meeting their goals.
- Reaching out to a trusted adult for help (parent/guardian, counselor, teacher, etc.).
- Don't drive any motor vehicles while under the influence.

**Situation 2:** Gavin drinks heavily at parties on the weekends. He often blacks out and forgets parts of the night. A few times, he's done embarrassing things while drunk, like throwing up in a friend's car or saying mean things to his friends. At first, his friends laughed it off, but now they've started to avoid hanging out with him when he drinks like that. Gavin doesn't want to stop drinking completely, but he's starting to worry about how it's affecting his friendships.

What harm reduction strategies could help Gavin avoid these embarrassing situations and hang out with his friends?

**Harm Reduction Strategies:**

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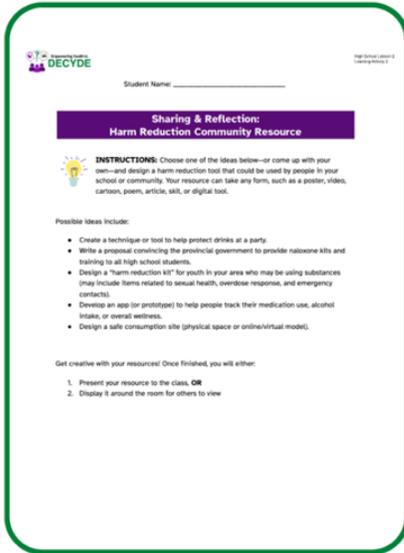
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## Sharing and Reflection: Harm Reduction Community Resource



Students will design a **harm reduction tool or resource** that could be used in their school or community. This activity encourages **creativity, critical thinking, and application of harm reduction principles**.

Some examples include:



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

**Sharing & Reflection:  
Harm Reduction Community Resource**

**INSTRUCTIONS:** Choose one of the ideas below—or come up with your own—and design a harm reduction tool that could be used by people in your school or community. Your resource can take any form, such as a poster, video, cartoon, poem, article, skit, or digital tool.

Possible ideas include:

- Create a technique or tool to help protect drinks at a party.
- Write a proposal convincing the provincial government to provide naloxone kits and training to all high school students.
- Design a “harm reduction kit” for youth in your area who may be using substances (may include items related to sexual health, overdose response, and emergency contacts).
- Develop an app (or prototype) to help people track their medication use, alcohol intake, or overall wellness.
- Design a safe consumption site (physical space or online/virtual model).

Get creative with your resources! Once finished, you will either:

1. Present your resource to the class, **OR**
2. Display it around the room for others to view.

- Develop a technique or tool to help protect your drink at a party.
- Convince your provincial government to provide naloxone kits and training to every high school student in the province.
- Create a “harm reduction kit” that you think would be appropriate for people your age who are using drugs in your area. (Think about things such as sexual health, how to know when people are overdosing, contact information for emergency services)
- Create an app or prototype of an app to help people keep track of their medication adherence or amount of alcohol they drink, or general wellness.
- Design a safe consumption site (physical or virtual).

Encourage students to get creative! Have students present their resources to the class. Alternatively, you may ask them to display all resources around the room.

The student instructions for this activity are available as a [Google Doc or PDF](#).

## Learning Activity 3: How to Help Others and Self in an Emergency



### Learning Activity Objectives:

- Recognize the signs and symptoms of substance-related overdoses.
- Identify when a situation requires emergency help.
- Demonstrate how to place an unconscious person in the recovery position and explain why this skill is important in preventing harm.
- Analyze scenarios to identify risk factors, red flags, and safe responses, using decision-making strategies to guide their actions.
- Explore the role of naloxone in overdose response and practice the steps for safe administration.
- Reflect on the importance of being prepared in emergency situations.

### Materials:

- Introduction: Responding to Emergencies
  - Responding to Emergencies: True or False – [Canva Presentation](#)
  - Infographic: [Responding in Substance-Related Emergencies](#)
- Pre-Activity: Emergency Response Stations [**Note: this activity requires preparation in advance**]
  - Station 1: Recognizing Overdose Symptoms
    - Infographic: [Overconsumption](#)
  - Station 2: Recovery Position Video Challenge
    - YouTube Video: [The Recovery Position – How to: One Minute Demos](#)
    - Infographic: [Responding in Substance-Related Emergencies](#)
  - Station 3: Eva’s Store: Looking out for a Friend
  - Station 4: Red Flag Challenge
  - [Student Worksheet](#)
  - [Teacher Discussion Guide](#)
- Exploration Activity: Naloxone Training – Ready to Respond
  - [Student Worksheet](#)
  - DECYDE Videos: [How to Use Naloxone](#)
  - Infographics: [Naloxone](#), [Responding in Substance-Related Emergencies](#)
- Sharing and Reflection: Naloxone Training Reflection
  - [Student Worksheet](#)
- Substance Snapshots: [Cannabis](#), [Opioids](#), [Alcohol](#), [Fentanyl & Fentanyl Analogs](#), [Stimulants](#), [Nicotine](#), [Depressants](#), [Benzodiazepines](#), [Hallucinogens](#), [Ecstasy](#)

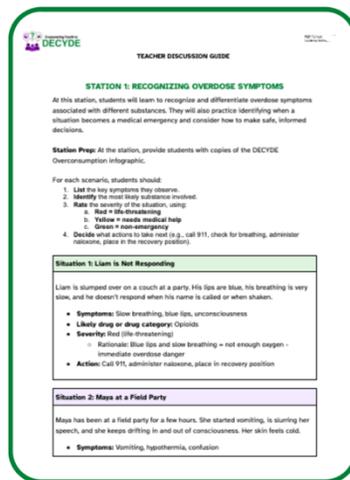
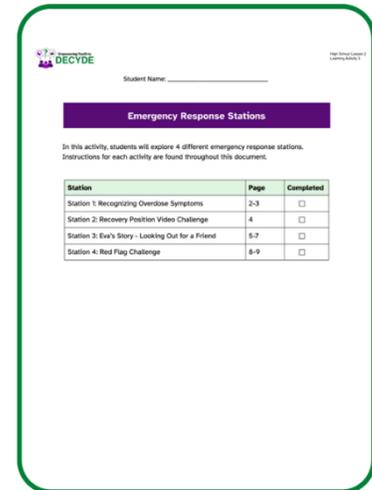


## High School Lesson 2



Provide each student with their own copy of the **Student Worksheet**, [available as a Google Doc or PDF](#).

Split the class into groups of 3-4 students. Each group will start at a different station and rotate through each station in turn. (Depending on the size of the class, two groups may be at each station at the same time). Teachers can give students about 15-20 minutes at each station before rotating.



Teachers should set up each station beforehand. The **Teacher Discussion Guide**, and **instructions for preparation**, are [available as a PDF](#).

## Exploration: Naloxone Training – Ready to Respond

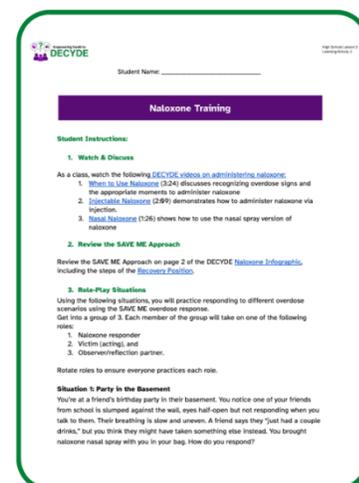
In this exploration activity, students will continue to learn how to **identify overdose symptoms**, **practice administering naloxone** (hypothetically or with demo kits), and **understand legal and emotional considerations during an emergency**.

As an alternative to the activity below, consider bringing in local trainers to conduct naloxone training with the students. Provide each student with a copy of the Student Worksheet, available as a [PDF or Google Doc](#).

### Activity Instructions:

#### 1. Watch & Discuss

As a class, watch the following [DECYDE videos on administering naloxone](#):



1. [When to Use Naloxone](#) (3:24) discusses recognizing overdose signs and the appropriate moments to administer naloxone
2. [Injectable Naloxone](#) (2:09) demonstrates how to administer naloxone via injection.
3. [Nasal Naloxone](#) (1:26) shows how to use the nasal spray version of naloxone

After watching the videos, engage the students in a class discussion on what they have just watched. Teachers may use the following Discussion Prompts to help guide the conversation.



### Discussion Prompts:

- What are the main differences between injectable and nasal naloxone, and when might each be preferred?
- What signs and symptoms should you look for before deciding to administer naloxone?
- Why is it important to act quickly when an opioid overdose is suspected?
- What steps should you take immediately after giving naloxone?
- What fears or misconceptions might stop someone from using naloxone, and how can these be addressed?
- How confident do you feel about using naloxone after watching the videos, and what might increase your confidence?
- Where should naloxone kits be stored to ensure they are easy to access in an emergency?
- Who in the community should be trained to use naloxone, and why?
- How can communities or schools make naloxone training more engaging and relevant for youth?
- How do you think having naloxone available changes the way people respond to an overdose situation?

## 2. Review the SAVE ME Approach

Provide students with the infographics on [Naloxone](#) and the [Responding in Substance-Related Emergencies infographic](#). Review the SAVEME approach to an overdose situation:

**S: Stimulate**  
**A: Airway**  
**V: Ventilate**  
**E: Evaluate**  
**M: Medicate**  
**E: Evaluate**



### 3. Role-Play Situations

Through role-playing, students will practice responding to different overdose scenarios using the **SAVE ME Overdose Response**.

In small groups, have students take on the following roles:

1. Naloxone responder
2. Victim (acting), and
3. Observer/reflection partner (there can be one or more observers).

Rotate roles to ensure everyone practices each role. Students can select one of the following situations to role-play. Alternatively, students may come up with their own situation to act out.

#### **Situation 1: Party in the Basement**

You're at a friend's birthday party in their basement. You notice one of your friends from school is slumped against the wall, eyes half-open but not responding when you talk to them. Their breathing is slow and uneven. A friend says they "just had a couple drinks," but you think they might have taken something else instead. You brought naloxone nasal spray with you in your bag. How do you respond?

#### **Situation 2: Skate Park**

You and your friends are hanging out at the skatepark. You see someone you recognize from school collapse while sitting against the wall. They are barely breathing. You find a nasal spray naloxone kit in the park's first aid box. How do you respond?

#### **Situation 3: Field Party**

You are at an outdoor party, and see someone is lying on the grass, breathing very slowly. Friends think they're "just passed out" but you notice they feel cold to the touch and they don't respond when shouting at them. You're not sure what they have taken, but someone nearby has a naloxone kit. How do you respond?

#### **Situation 4: Sports Field**

After school, you're walking past the bleachers and see a student slouched over, not reacting when you call their name or shake them. They are pale and limp, and their breathing is shallow. You remember there's a naloxone kit in the gym office.

#### 4. Reflect & Reinforce

Engage the class in a discussion, using the follow question as prompts:

1. What challenges did you face while role-playing?
2. How might the Good Samaritan Act influence your willingness to help?
3. How did acting out these situations make you feel?

For students who are interested in more comprehensive naloxone training, these courses are available:

- Naloxone 101 Training Course: <https://towardtheheart.com/naloxone-course>
- Refresher Naloxone Training: <https://www.naloxonetraining.com/training>
- Simulation- Opioid Overdose Response Training free course open to public: <https://www.camh.ca/en/education/simulation-centre>

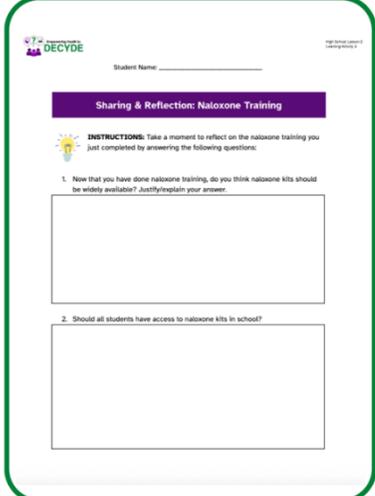
### Sharing and Reflection: Naloxone Training Reflection



In this Sharing and Reflection activity, students will **reflect** on the **naloxone training** they just completed by answering the following questions:

1. Now that you have done naloxone training, do you think naloxone kits should be widely available? Justify/explain your answer.
2. Should all students have access to naloxone kits in school?

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



STC  
 DECYDE

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

**Sharing & Reflection: Naloxone Training**

**INSTRUCTIONS:** Take a moment to reflect on the naloxone training you just completed by answering the following questions:

1. Now that you have done naloxone training, do you think naloxone kits should be widely available? Justify/explain your answer.

2. Should all students have access to naloxone kits in school?

## Learning Activity 4: Making Difficult Decisions



### Learning Activity Objectives:

- **Analyze** the complexities of making decisions about someone else’s substance use and recognize how different choices can lead to different outcomes.
- **Collaborate** to evaluate possible decisions in a case study and **reflect** on the factors that influence decision-making.
- **Apply** harm reduction and emergency preparedness strategies by developing a personal Party Safety Plan.
- **Reflect** on how planning ahead and considering multiple perspectives can support safer, more thoughtful choices in real-life situations.

### Materials:

- Introduction:
  - Discussion Prompts
- Exploration Activity: FACE Case Study – Pax and Zara: Different Choices, Different Outcomes
  - Part 1: [Student Worksheet](#)
  - Part 2A: [Student Worksheet](#)
  - Part 2B: [Student Worksheet](#)
  - Part 2C: [Student Worksheet](#)
  - [Teacher Discussion Guide](#)
  - Infographics: [Factors Influencing Decision-Making](#), [FACE Decision-Making Model](#)
- Sharing and Reflection: Student Party Safety Plan
  - [Student Worksheet](#)
- Substance Snapshots: [Alcohol](#), [Opioids](#), [Cannabinoids \(Cannabis\)](#)

## Introduction

In this learning activity, students will have the opportunity to explore **how decision-making leads to different outcomes**, particularly as it relates to **making decisions about a friend or family members’ substance use**. Students will use the [FACE Decision-Making model](#) and the [Factors Influencing Decision-Making](#) to explore a case study involving a difficult decision. Students will also implement what they have learned throughout this lesson by creating their own Party Safety Plan.

Begin by having a class discussion on decision-making, focusing on the different factors that influence decision-making. Teachers may use the following Discussion Prompts to help guide the discussion:



### Discussion Prompts:

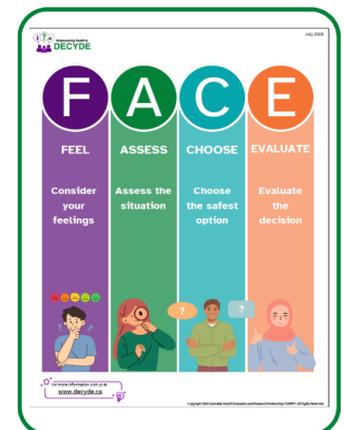
- What factors might you consider when making a decision that has an impact on someone else?
- What makes it harder to make a decision about someone else compared to yourself?
- How do feelings like worry, fear, or responsibility influence the choices we make for others?
- Why might people disagree on the “right” way to help a friend or family member in a tough situation?
- What risks do you need to consider—for yourself and for the other person—when deciding how to respond?
- How can relationships (e.g., being a sibling, close friend, or peer) affect the decisions we make for others?
- Why is it important to think carefully before acting when someone you care about is using substances or taking risks?
- What challenges might come up if you’re worried about a friend or family member’s substance use? How do you decide whether to talk to them directly, keep quiet, or seek help from someone else?
- How can you balance caring for someone else with protecting your own well-being?
- Who could you go to for help or advice if you were worried about someone else’s substance use?

## Exploration: FACE Case Study – Pax and Zara: Different Choices, Different Outcomes

In this activity, students will engage with a case study that provides an opportunity to **highlight the complexities of decision-making**. The scenario focuses on how to respond when you are worried about someone with whom you have a close relationship.

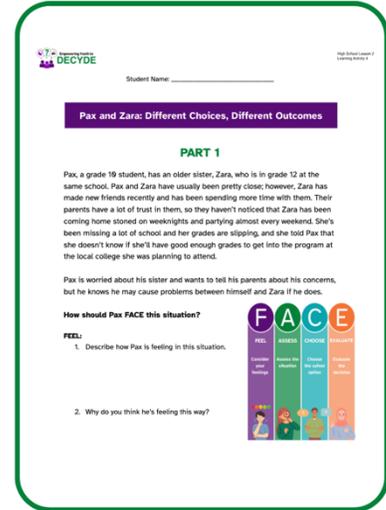
Start by reviewing the [FACE Decision-Making Model](#) with students. They will use the model to explore how Pax may:

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



High School Lesson 2

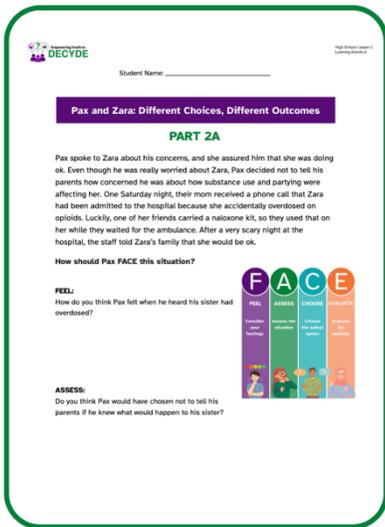
**Part 1:** Begin with a class discussion to introduce the case study. Students learn about two siblings, Pax and Zara. Zara is using substances and partying, and her younger brother, Pax, is concerned. Pax faces a decision about how to respond to her substance use. The Student Worksheet is [available as a PDF or Google Doc](#).



**Part 2:** Next, divide students into pairs or small groups and assign each group one of three possible decisions Pax could make.

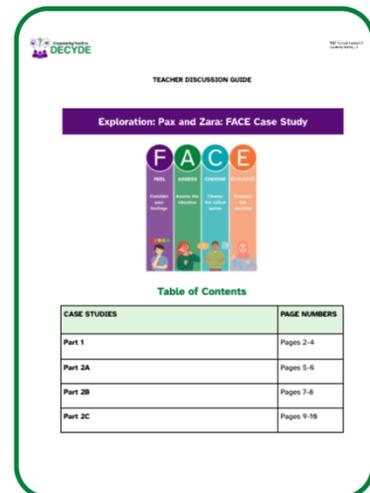
- Part 2A
- Part 2B
- Part 2C

Students will read through their assigned scenario and complete the student worksheet; each part of the scenario is available as a separate [PDF or Google Doc](#).



**Class Debrief:** After group work, bring the class back together to review all three decisions. Ask students to present their scenario and discuss their responses/thought processes with the rest of the class. Facilitate a discussion on the implications of each choice and how different decisions can lead to different outcomes.

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



Teachers may choose to model Part 1 with the class (see below).

### **Part 1: Pax and Zara: Different Choices, Different Outcomes**

Pax, a grade 10 student, has an older sister, Zara, who is in grade 12 at the same school. Pax and Zara have usually been pretty close; however, Zara has made new friends recently and has been spending more time with them. Their parents have a lot of trust in them, so they haven't noticed that Zara has been coming home stoned on weeknights and partying almost every weekend. She's been missing a lot of school and her grades are slipping, and she told Pax that she doesn't know if she'll have good enough grades to get into the program at the local college she was planning to attend. Pax is worried about his sister and wants to tell his parents about his concerns, but he knows he may cause problems between himself and Zara if he does.

#### **How should Pax FACE this situation?**

#### **FEEL:**

##### **2. How do you think Pax is feeling in this situation?**

- Worried about his sister.
- Uncertain about what to do: he wants to help his sister, but he doesn't want to lose her trust.
- Stressed that he knows all of this while his parents don't.

##### **2. Why do you think he's feeling this way?**

- He wants the best for his sister, but he doesn't want to lose her trust.
- He probably feels stressed that he is withholding important information about his sister's health and wellness from his parents.

#### **ASSESS:**

##### **3. Who could Pax talk to about this situation?**

- He could choose to talk to Zara about it directly.
- Ask friends for their advice.
- Speak to a trusted adult like a teacher, guidance counselor, coach, another family member.
- He could speak with his parents.

##### **4. What are the pros and cons of telling his parents about the concerns he has about his sister?**

- Pro: He can help his sister, he wouldn't be keeping secrets from his parents, Zara might be able to go to the college program she wants to if she can get her grades back up, he wouldn't be worried so much about her.

- Cons: His sister might be mad, he may lose her trust, his parents might get mad at Zara for using drugs, they might get mad at him for keeping this secret for so long.

### CHOOSE:

#### 5. What should Pax do in this situation? Why?

- Answers may vary. Potential answers:
  - Talk to Zara first in a calm, private moment. Pax might begin by sharing that he's worried about her well-being and future. This gives her the chance to talk openly and feel supported instead of judged.
  - Encourage Zara to speak to a trusted adult or seek support. Pax could suggest she talk to someone like a counselor or teacher and even offer to go with her.
  - If things get worse or Zara refuses to get help, Pax should tell a trusted adult. Pax's concern is valid, and if Zara's substance use is impacting her health, safety, or future, he might need to let a parent or another trusted adult know—even if it risks upsetting her.
  - Remind himself that caring doesn't mean keeping secrets. Pax can still be a supportive brother while also making sure Zara is safe and getting help.

### EVALUATE:

#### 6. Sometimes it can be challenging to have difficult conversations about a person's substance use. What are some ways you can respectfully have these conversations without hurting others?

- Avoid this conversation when they are actively using or high/drunk (you should be sober as well).
- Have this conversation privately, away from any interruptions or distractions.
- Be open and non-judgmental.
- Allow them to talk and listen to them actively.
- Don't blame them, act compassionately.
- If they are ready to stop using drugs or decrease use, help them to create a plan to achieve this goal.

## Sharing and Reflection: Student Party Safety Plan

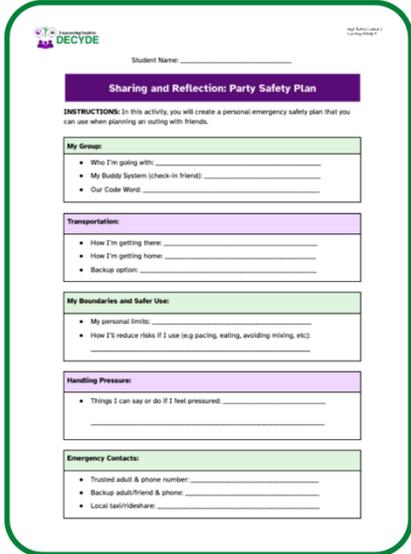


In this Sharing and Reflection Activity, students will complete their own **Party Safety plan**.

This activity will help students **reflect** on what they have learned in this lesson with regards to **harm reduction, emergency preparedness**, and will help them **be prepared to make safer decisions in the future**.

The Party Safety Plan will help students to **assess their own boundaries, plan safe transportation**, think about how they can help **keep their friends safe, list emergency contacts and supports** they can rely on, and consider **what they might do if things go wrong**.

The Student Worksheet is available as a [PDF](#) or [Google Doc](#)



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

**Sharing and Reflection: Party Safety Plan**

**INSTRUCTIONS:** In this activity, you will create a personal emergency safety plan that you can use when planning an outing with friends.

**My Group:**

- Who I'm going with: \_\_\_\_\_
- My Buddy System (back-to-back friend): \_\_\_\_\_
- Our Code Word: \_\_\_\_\_

**Transportation:**

- How I'm getting there: \_\_\_\_\_
- How I'm getting home: \_\_\_\_\_
- Backup option: \_\_\_\_\_

**My Boundaries and Safer Use:**

- My personal limits: \_\_\_\_\_
- How I'll reduce risks if I use (e.g. pacing, eating, avoiding mixing, etc): \_\_\_\_\_

**Handling Pressure:**

- Things I can say or do if I feel pressured: \_\_\_\_\_

**Emergency Contacts:**

- Trusted adult & phone number: \_\_\_\_\_
- Backup adult/friend & phone: \_\_\_\_\_
- Local taxi/dishare: \_\_\_\_\_



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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