

Grade 4 Drug Education

Lesson 2: Non-Medical Drug 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 Curriculum Outcomes

Drug Education

1. Identify some reasons why people use drugs for non-medical purposes.
2. Recognize that nicotine and caffeine are drugs.
3. Identify the reasons why people do or do not smoke.
4. Discuss some of the physiological effects of smoking.
5. Describe the short term and long-term effects of smoking.
6. Identify a number of activities to do instead of smoking.
7. Outline the effects of environmental tobacco smoke (ETS).
8. Suggest ways to protect oneself from environmental tobacco smoke (ETS).


Mental Health

1. Identify recreational activities: hobbies, physical activity or creative pursuits.

Relationships

1. Realize that one's decisions may affect other people.
2. Outline the steps to follow in decision making.

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



Lesson 1: Safe Use of Medications
Lesson 2: Non-Medical Drug Use
 Lesson 3: What Influences Drug Use?

Lesson Snapshot:



Lesson 2: Non-Medical Drug Use

Ground Rules

- Learning Activity 1: Non-Medical Drug Use

Background Information

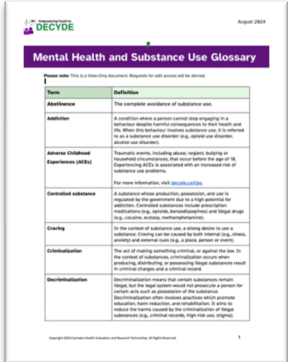
Definition of Drugs

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 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
Absorbance	The complete avoidance of substance use.
Addiction	A condition where a person cannot stop engaging in the behavior despite harmful consequences to their health and life. When this behavior involves substance use, it is referred to as a substance use disorder (e.g., alcohol use disorder, cocaine use disorder).
Adverse Outcomes	Unusually events, including illness, injury, hospital or psychiatric hospitalization, that occur when the use of a substance is high. It is commonly used to describe the adverse outcomes of substance use problems.
Appearance (physical)	How one's substance use may be visible.
Controlled substance	A substance whose production, possession and sale is regulated. Controlled substances include prescription medications, alcohol, tobacco, amphetamines and illegal drugs (e.g., cocaine, heroin, methamphetamine).
Craving	The desire or urge for a substance use, a strong desire to use a substance. Craving can be caused by high internal drug levels, physical and emotional withdrawal, a desire for more, or a desire to avoid withdrawal.
Crash	The set of feelings (anxiety, irritability, or apathy) that occur in the period of withdrawal, characterized by physical symptoms, including, but not limited to, fatigue, irritability, and a general sense of malaise.
Decontamination	Decontamination means that people who have been exposed to a substance should not be allowed to have contact with others until they have been decontaminated. Decontamination often involves practices which remove substances from individuals and their belongings. It aims to prevent the harm caused by the contamination of the substance (e.g., chemical hazards, high-risk use, illegal).



[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: Non-Medical Drug Use



Learning Activities and Teacher Background Resources

Learning Activity 1: Non-Medical Drug Use

Teacher Resources:

[Self-Care Infographic](#)

[ACEs Infographic](#)

[Caregiver Substance Use Infographic](#)

[TIPs Infographic](#)

[Drug Categories Infographic](#)

Substance Snapshots: [Caffeine](#), [Alcohol](#), [Nicotine](#), [Cannabis](#)

Note to Teachers:

The [ACEs infographic](#) highlights the types of ACEs that may impact youth and the [TIPs infographic](#) offers strategies for educators. Schools are a protective factor for students, and teachers can play an important role in supporting students and their families. Children who have caregivers that engage in high-risk substance use may also require additional support. Refer to the [Caregiver Substance Use infographic](#) for tips on how educators can help support children in the classroom.

Ground Rules



Introduce the lesson with a discussion about important ground rules which encourage respectful behaviours. Engage students in a conversation to establish a list of these ground rules together. Encourage them to contribute their own ideas, while also adhering to the following respectful behaviours throughout the learning activities. Review to and adjust the ground rules at the beginning of each learning activity.

- Encourage questions and discussions;
- Respect each other's opinions;
- Listen attentively when others are speaking;
- Use respectful language;
- Avoid use of individual names when sharing the experiences of others. Instead, use "Someone I know..."

Learning Activity 1: Non-Medical Drugs



Learning Activity Objectives:

- Identify examples of medical and non-medical drugs
- Discuss why people use drugs or substances
- Apply the decision-making process to make safer choices
- Work collaboratively with peers

Materials:

- Discussion Prompts;
- Activity 1: [Medical vs Non-Medical Drugs](#)
- Activity 2: Introduction to Alcohol, Caffeine, Cannabis, and Nicotine
- Activity 3: FACE Decision-Making Model Scenarios (Student version, Teacher version)
 - [Scenario 1: Fitting in at a New School](#)
 - [Scenario 2: Curious About Cigarettes](#)
 - [Scenario 3: Impressing the Older Kids](#)
 - [Scenario 4: Why Can't I Sleep?](#)
- [FACE Decision-Making Model: Student Version](#)
- [FACE Decision-Making Model: Teacher Version](#)
- [Exit Reflection Card: Healthy Choices](#)
- [Self-Care infographic](#)
- Substance Snapshots: [Inhaled Cannabis](#), [Inhaled Nicotine](#), [Alcohol](#), [Caffeine](#)

Introduction

During [Lesson 4.1: Safer Use of Medications](#), students reviewed safety guidelines when using medications. Lesson 4.2 focuses on the idea that there are some drugs that are not used to *help* our bodies and minds work. Reiterate the idea that a drug includes any substance that *changes* the way our bodies and minds work. People may engage in non-medical drug use for different reasons.

Begin the lesson by discussing the difference between medical and non-medical drugs. It may be helpful to assess students' understanding by asking if they know of any drugs that are not used for medical reasons.

Decision-Making Around Using Drugs for Non-Medical Reasons

Use the discussion prompts below to probe student ideas.



Discussion prompts:

- What are some examples of drugs? Brainstorm a list with the class.
- How do drugs make people feel?
- What is a medical drug?
- What is a non-medical drug?
- Why do you think people use products with nicotine?
- What happens if you take too much of a medication?
- What happens if you take too much of a non-medical drug (e.g., alcohol, cannabis, nicotine, caffeine)?
- What are some fun things you can do instead of using substances?
- When might children be exposed to non-medical drugs?
- What kinds of changes can drugs make to our minds and bodies?
- Why do people take drugs?
- What would you do if someone you know or don't know asked you to try a drug?
- Who can you ask if you have questions about drug safety?
- What are some health problems that can develop after smoking for a long time?
- What is the difference between smoking a cigarette and vaping?
- What is second hand smoke and where might you encounter it?
- Why do people use product with caffeine?

Key points:

- Your thinking can be affected by drugs, causing you to make decisions you wouldn't usually make. This may place risk on your safety or well-being.
- You may be asked to try a drug from someone you know or someone you don't know. The decisions you make can affect future relationships with those people and others (such as guardians, teachers, and other students).
- An overdose or poisoning can happen if you take too much of a drug than your body can handle. This can be dangerous for your health and may require immediate medical help. It is important to be aware of this, but it is unlikely to occur if you follow directions from a healthcare professional or trusted adult.
- Children may be exposed to drugs for religious or cultural reasons. This is ok when following a tradition or custom, and while under the guidance of a trusted adult. For example, wine used for First Holy Communion, tobacco used for Indigenous practices.



SUBSTANCE SNAPSHOT

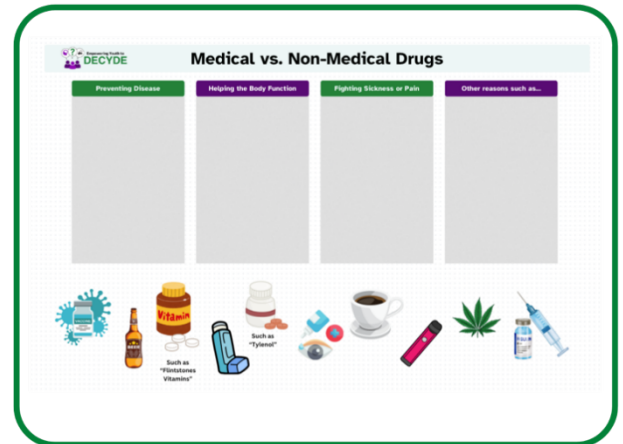
Teachers may refer to [Alcohol](#), [Inhaled Cannabis](#), [Inhaled Nicotine](#), and [Caffeine](#) to help inform the discussion.
Note: Not for direct student use unless deemed developmentally appropriate.

Activity 1: Medical vs. Non-Medical Drugs

Provide students with the link to the Canva Whiteboard activity, **Medical vs. Non-Medical Drugs**. Students should categorize drugs into their respective category.

Complete this activity as a class.

The activity can be accessed [here](#).



Activity 2: Introduction to Alcohol, Caffeine, Cannabis, and Nicotine

Presentation and Class Discussion

In this activity, students will be introduced to four common substances: alcohol, caffeine, cannabis, and nicotine. Using the presentation linked below, the teacher will guide the class through a series of discussion questions about each different substance. The goal of this activity is to get students thinking about the characteristics of each substance, including other names for the substance, different sources that may contain the substance, and how the substance may make you feel.

The presentation is available as a Canva presentation or PDF and can be accessed [here](#).



Teacher Discussion Guide: Canva Presentation

- **What is Caffeine?**
 - What items or products contain caffeine?
 - Caffeine is something found in drinks and some foods.
 - Examples: Coffee, tea, energy drinks (e.g., Monster, RedBull), some sodas (e.g., Pepsi and Coke), and some types of chocolate.
 - What type of drug is caffeine?
 - Caffeine is a stimulant, which means it gives you energy, but it can also make it hard to sleep at night.
 - How does caffeine make you feel?
 - Caffeine can make you feel more awake, but too much can make you feel shaky or nervous.
 - It can be dangerous if you have too much.
 - Regular use can lead to addiction.

- **What is Nicotine?**
 - What items or products contain nicotine?
 - Nicotine is found in cigarettes, e-cigarettes, vapes, nicotine gum, nicotine pouches (e.g., Zonnic), nicotine patches.
 - All of these products contain different amounts of nicotine.



Teachers may refer to [Alcohol](#), [Inhaled Cannabis](#), [Inhaled Nicotine](#), and [Caffeine](#) to help inform the discussion.
Note: Not for direct student use unless deemed developmentally appropriate.

- What type of drug is nicotine?
 - Nicotine is a stimulant, which speeds up the messages between the brain and body.
- How does nicotine make you feel?
 - Nicotine can make your heart beat faster and make you feel more alert and awake.
 - It can cause breathing problems.
 - It can cause dizziness, headaches and nausea.
 - Regular use can lead to addiction.
- **What is Alcohol?**
 - What items or products contain alcohol?
 - Alcohol is a drink
 - Examples: Beer, wine, coolers, rum, whisky, vodka
 - These drinks have different amounts of alcohol in them.
 - You can drink alcohol by itself or mix it with other drinks, like juice or pop.
 - What type of drug is alcohol?
 - Alcohol is a depressant, which means it slows down how your brain sends messages to your body.
 - How does alcohol make you feel?
 - It can make you feel sleepy or make it hard to keep your balance. This can cause you to get in an accident. This is why people should not drive, use dangerous equipment or ride their bike when using alcohol.
 - Regular use can lead to addiction.
- **What is Cannabis?**
 - What are other names for cannabis?
 - Weed, pot, marijuana, joint, edible, THC (tetrahydrocannabinol), CBD (cannabidiol)
 - These products contain different amounts of the chemicals THC or CBD
 - How is cannabis used?
 - Cannabis is used by smoking, vaping, dabbing, eating or drinking.
 - What type of drug is cannabis?
 - It is a plant that contains THC and CBD
 - It can affect your body and mind in different ways:
 - Sometimes it can act like a stimulant, which gives you energy and makes you feel more awake.
 - Sometimes it can act like a hallucinogen, which means it can make you see or hear things that aren't really there.
 - Sometimes it can be a depressant, which slows down your brain and makes you feel relaxed or sleepy.
 - How does cannabis make you feel?

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- Cannabis can change how you feel and think, and it can make it hard to remember things.
- THC can make you feel relaxed or sometimes confused.
- CBD is sometimes used in medicines to help with pain and other health problems.
- Regular use can lead to addiction.

At the end of the presentation, engage students in a discussion to brainstorm what other healthy choices they could make instead of using substances. The teacher can refer to the [Self-Care infographic](#) for tips to guide the discussion.

Self-Care

Self-care is the practice of looking after your mental, physical, emotional, social, and spiritual health.

Practicing self-care can involve a wide range of activities and can look different for everyone.

Healthy Sleep
Do your best to get 8-10 hours of sleep a night.
• Keep a consistent sleep schedule.
• Avoid caffeine, especially late in the day.
• Limit screen time for two hours before bed.

Technology Use
Limit screen time to 1-2 hours daily.
• Notice how social comparison and FOMO (Fear of Missing Out) affect your well-being.
• Take a break if technology negatively affects your mood or self-esteem.

Physical Activity
Try to get 1 hour of physical activity most days.
• Play a sport • Go to the gym
• Take a walk • Ride a bike
• Swim • Go hiking

Healthy Eating
Try to eat a balanced diet most of the time.
• Eat a variety of fruits, vegetables, grains and protein-rich foods.
• Drink plenty of water and limit sugary drinks.

Fun Activities
Make time for activities you enjoy.
• Listen to music
• Watch a movie
• Bake a treat
• Try a new hobby
• Read a book

Reduce or Avoid Substance Use
Try to avoid using non-medical substances.
• If you do use substances, limit your use and do not use them alone.
• Learn more about harm reduction here: [https://cannabiscan.ca/harm-reduction/](#)

Seeking Support
Talk to someone you trust about how you feel.
• Talk to a friend or family member.
• Use text and phone support services.
• Talk to a healthcare professional.

Time Management
Set aside time daily to plan your activities.
• Make a to-do list or write tasks on a calendar.
• Identify and prioritize the most important tasks.

Practicing Self-Care

Social Connection
Spend time with people who support and encourage you.
• Connect with family and friends.
• Join a club, sports team, or a volunteer in the community.

Relaxation
Spend some time each day focusing on relaxation:
• Taking a bath
• Coloring or drawing
• Practicing mindfulness
• Journaling

Matching Game

In this activity, students will use the information from the previous discussion about the four substances (alcohol, caffeine, cannabis, and nicotine) to complete the worksheet. Students may complete this individually, in pairs, or in small groups. Once completed, review the answers with the class.

This activity is available as a Google Doc or PDF and can be accessed [here](#).

Grade 4 Lesson 2
Learning Activity 2

Activity 2: Introduction to Alcohol, Caffeine, Cannabis, and Nicotine

Discuss with your group and indicate with a check mark what you think the following is an example of:

	Alcohol	Caffeine	Cannabis	Nicotine
Cigarettes				
Wine				
Cannabis Drinks				
Vapes / Vape Juice				
Hot or Iced Coffee				
Weed				
Rum				
Cannabis Gummies				
Energy Drinks				
Soda				
Vodka Cocktails				
Tea				
Beer				
Cannabis Joints				

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Teacher Answer Key:

	Alcohol	Caffeine	Cannabis	Nicotine
Cigarettes				X
Wine	X			
THC Drinks			X	
Vapes / Vape juice			X	X
Hot or Iced Coffee		X		
Weed			X	
Rum	X			
Weed Gummies			X	
Energy Drinks		X		
Soda		X		
Vodka Cocktails	X			
Tea		X		
Beer	X			
Marijuana Joints			X	

Activity 3: FACE Decision-Making Model Scenarios

In Activity 3, students will have the opportunity to explore and assess how choices and decisions can affect one's well-being and why careful decision-making is important. Present and discuss the **FACE Decision-Making Model** with students. Use the scenario **"Fitting In at a New School"** to model how students can apply the **FACE Decision-Making Model** when facing situations and making decisions. Discuss with students how they or others may:

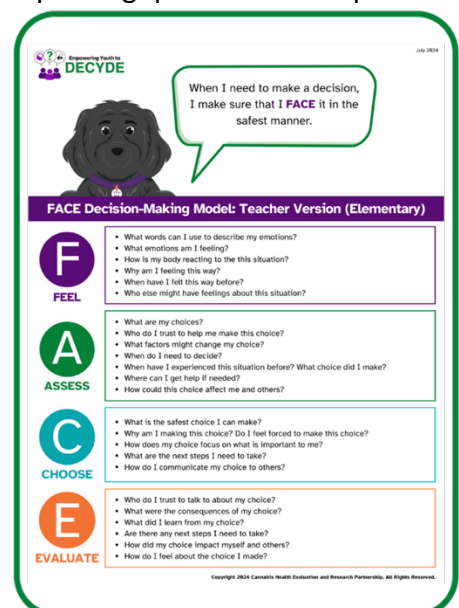
- **FEEL** about the situation,
- **ASSESS** the situation;
- **CHOOSE** the safest option;
- **EVALUATE** the decision.

The **FACE Model: Student Version (Elementary)** can be accessed on our [website](#).



The **FACE Model: Teacher Version (Elementary)** includes additional probing questions to help encourage students' critical thinking. It is not compulsory for this activity, however it may help guide discussion. It can be accessed [here](#).

During discussions, encourage students to think about healthy and risk behaviours when making safe choices. There are prompts included in the **Teacher Modeling Guide** below to help promote discussion.



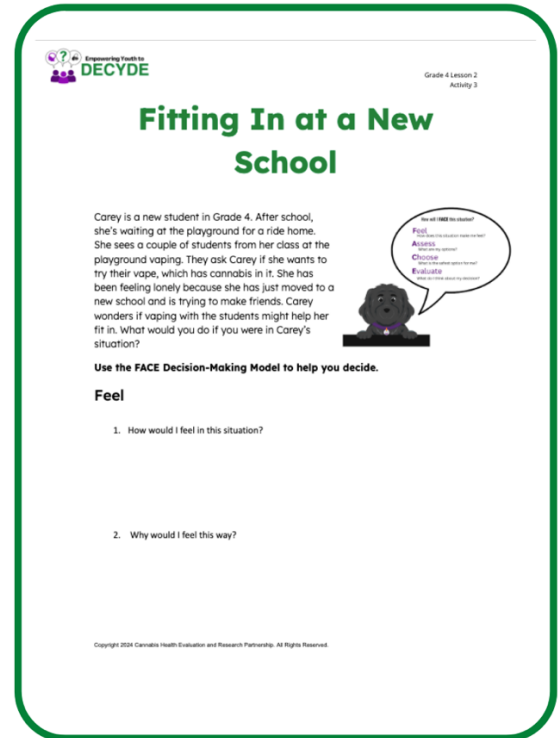
Scenario 1: Fitting In at a New School – Teacher to Model

The teacher will model “**Scenario 1: Fitting In at a New School**” with the class.

Ask students to imagine that they have found themselves in this scenario and must decide whether or not to try cannabis.

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

The teacher may use the discussion prompts in the Teacher Version below to help guide discussion.



Empowering Youth to DECIDE
Grade 4 Lesson 2
Activity 2

Fitting In at a New School

Carey is a new student in Grade 4. After school, she's waiting at the playground for a ride home. She sees a couple of students from her class at the playground vaping. They ask Carey if she wants to try their vape, which has cannabis in it. She has been feeling lonely because she has just moved to a new school and is trying to make friends. Carey wonders if vaping with the students might help her fit in. What would you do if you were in Carey's situation?

Use the FACE Decision-Making Model to help you decide.

Feel

1. How would I feel in this situation?
2. Why would I feel this way?

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Teacher Version: Discussion Guide - Scenario 1: Fitting in at a New School

Scenario: Carey is a new student in Grade 4. After school, she's waiting at the playground for a ride home. She sees a couple of students from her class at the playground vaping. They ask Carey if she wants to try their vape, which has cannabis in it. She has been feeling lonely because she just moved to a new school and is trying to make friends. Carey wonders if vaping with the students might help her fit in. What should Carey do in this situation?

Use the FACE Decision-Making Model to help you decide.

Feel:

How might Carey feel in this situation?



How will I **FACE** this situation?

Feel
How does this situation make me feel?

Assess
What are my options?

Choose
What is the safest option for me?

Evaluate
What do I think about my decision?

Grade 4 Lesson 2

- She might feel curious.
- She might want to feel relaxed.
- She might feel unsure.
- She might feel pressured.
- She might feel happy to make new friends

Why might she feel this way?

- She might feel curious about whether cannabis could help me relax.
- She might feel unsure because I don't know the effects of cannabis.
- She might feel pressured to fit in with the other students.
- She might feel anxious about making new friends.

Assess:

What are her choices?

- She could try cannabis
- She leave the washroom without interacting with them.
- She could wait to talk to a trusted adult about how I'm feeling

What factors or influences might influence her decision?

- Knowing that her parent/guardian may be disappointed if she decided to try cannabis
- Knowing that cannabis at her age has many unknown long-term effects
- Knowing that she may develop an addiction to cannabis
- Knowing her friends' opinions on cannabis

Who can help her make this choice?

- A guidance counselor
- A trusted family member
- A trusted teacher
- A friend

Choose:


What is the safest choice she can make?

- She could wait to talk to a trusted adult
- She could choose healthier ways to try to relax (e.g. exercising, meditation, talking to somebody about it)

Evaluate:

How could their choice impact themselves and others?

- This choice may put harmful chemicals into her body if she chooses to vape
- This choice may increase the risk of becoming addicted to cannabis



SUBSTANCE SNAPSHOT

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

Note: Not for direct student use unless deemed developmentally appropriate.

- This choice may cause students to think of her differently if she vapes cannabis
- This choice may disappoint her Parents/caregivers, or another adult she looks up to
- This choice might help her make new friends.

Who could she talk to about the choice she made?

- a guidance counsellor or trusted teacher
- a trusted friend
- a caregiver
- an extended family member (e.g. cousin, aunt/uncle)

After the teacher modeling and class discussion, display the three scenarios below to students and discuss what safe choices can be made in each situation. Alternatively, divide the class into pairs or groups and provide them with the scenario templates to discuss the scenarios amongst themselves.

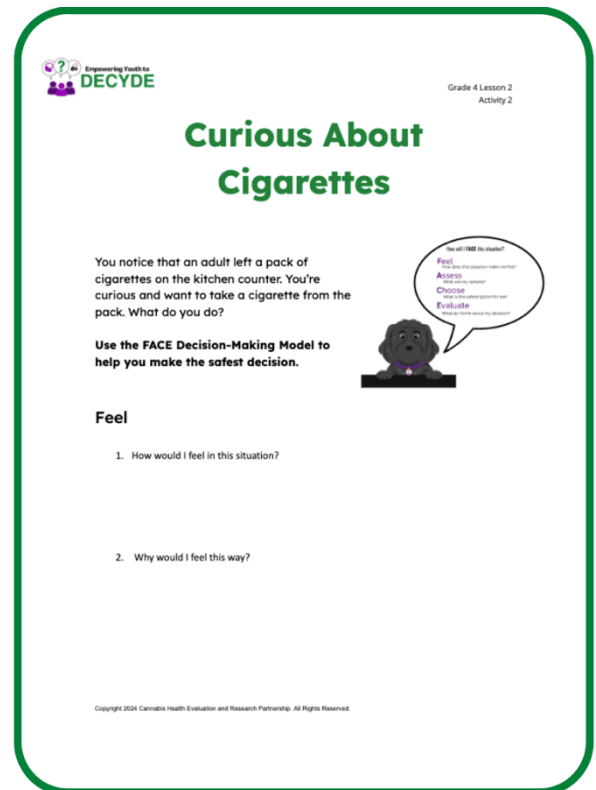
For all scenarios, students may write in the space provided, draw a picture, or discuss with their group.

Scenario 2: Curious About Cigarettes

Present the following scenario to students:

Ally notices that an adult left a pack of cigarettes on the kitchen counter. They are curious and want to take a cigarette from the pack. What should they do? Use the [FACE Decision-Making Model](#) to help them make the safest decision.

This activity is available as a [PDF or Google Doc](#). Students may write in the space provided, draw a picture, or discuss with their group.



Curious About Cigarettes

You notice that an adult left a pack of cigarettes on the kitchen counter. You're curious and want to take a cigarette from the pack. What do you do?

Use the **FACE Decision-Making Model** to help you make the safest decision.

Feel

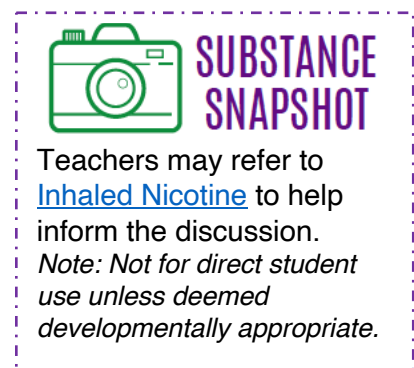
- How would I feel in this situation?
- Why would I feel this way?

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Teacher Version:

Feel:

- How might Ally feel in this situation?
 - Curious
 - Nervous
 - Excited
 - Indifferent
 - Wanting to fit in or seem more mature
- Why might she feel this way?
 - Curious to see how it feels
 - Nervous because she knows that cigarettes are unhealthy and she is not old enough to smoke
 - Excited to experience something new
 - Indifferent because she has no interest in smoking cigarettes
 - She sees people smoking and wants to feel included or like she is mature



SUBSTANCE SNAPSHOT

Teachers may refer to [Inhaled Nicotine](#) to help inform the discussion.
Note: Not for direct student use unless deemed developmentally appropriate.

Assess:

3. What are some reasons people do or do not smoke cigarettes?
 - People smoke cigarettes because they are dependent on the nicotine found in them (nicotine is a drug)
 - People smoke cigarettes to fit in, cope, etc.
 - People do not smoke cigarettes because they are unhealthy
 - People do not smoke cigarettes because they can make you feel unwell

4. What does smoking cigarettes do to the body?
 - Cigarettes contain nicotine which is highly addictive drug that can affect memory and concentration, especially for people under 25 years of age
 - Cigarettes contain substances that can harm your body and your lungs

Choose:

5. What is the safest choice she can make?
 - The safest choice is to not take the cigarette
 - Inform a trusted adult that someone left cigarettes on kitchen counter

Evaluate:

6. What can she do instead of taking a cigarette?
 - Talk to a trusted adult about her curiosity around cigarettes
 - Do an activity that she enjoys and knows isn't unhealthy, such as playing outside, reading, crafts, singing
 - Try vaping
7. What can she do if she tried the cigarette?
 - Talk to a trusted adult about what she did
 - Choose not to smoke again in the future
 - Speak to a trusted adult if she doesn't feel well
8. How can she protect herself from second-hand smoke?
 - Not spend time around people who are actively smoking
 - Ask people not to smoke around her
 - Leave the area if someone is smoking and not giving her space

Scenario 3: Impressing the Older Kids

Present the following scenario to students:

Jack is hanging out at his friend Leo's house. Leo's older sister has some of her friends over and the older girls are drinking beer. They ask Jack and Leo if they want to try a sip of beer. The boys have never tried alcohol before but want to impress the older girls. What should Jack and Leo do in this situation?

This scenario provides students with the opportunity to think critically about alcohol and reasons why one chooses to drink or not to drink alcohol.

This scenario also provides an opportunity for a discussion around peer pressure.

This activity is available as a [PDF or Google Doc](#). Students may write in the space provided, draw a picture, or discuss with their group.

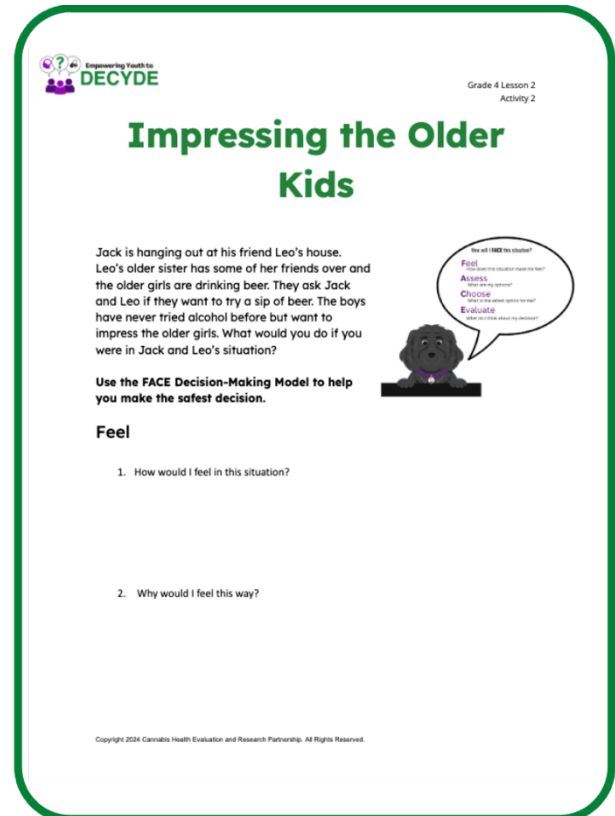
Teacher Version:

Feel:

1. How might Jack feel in this situation?
 - Curious, pressured, left out, shy
2. Why might Jack feel this way?
 - Doesn't know what it feels like to drink alcohol
 - Wants to know if it will make him look cool to the older girls
 - He wants his friends to like him
 - He may be nervous or shy around the older girls
3. When might Jack have felt this way before?
 - Answers may vary

Assess:

4. What are Jack's choices?
 - Say no I don't want to try it



Empowering Youth to
DECIDE

Grade 4 Lesson 2
Activity 2

Impressing the Older Kids

Jack is hanging out at his friend Leo's house. Leo's older sister has some of her friends over and the older girls are drinking beer. They ask Jack and Leo if they want to try a sip of beer. The boys have never tried alcohol before but want to impress the older girls. What would you do if you were in Jack and Leo's situation?

Use the **FACE Decision-Making Model** to help you make the safest decision.

Feel

1. How would I feel in this situation?
2. Why would I feel this way?

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SUBSTANCE SNAPSHOT

Teachers may refer to [Alcohol](#) to help inform the discussion.

Note: Not for direct student use unless deemed developmentally appropriate.

Grade 4 Lesson 2

- Ask the girls about how they feel when they drink alcohol
- Take a sip of the beer
- Say I need to go home

Choose:

5. What is the safest choice Jack can make?

- Choose not to try the alcohol
- Seek information about alcohol from a trusted adult if he's curious
- Find other ways/places to hang out with his friends

Evaluate:

6. How would this choice impact Jack or others?

- Answers may vary based on the response to the previous question
- Choosing not to drink alcohol would protect his physical health
- Choosing not to drink alcohol would prevent him from getting in trouble

7. Who could he talk to about the choice he made and how he was feeling?

- Answers may vary
- Parent/guardian, teacher, guidance counsellor, coach, aunt, uncle, older sibling, etc.

Scenario 4: Why Can't I Sleep?

Present the following scenario to students:

Priya is a grade 4 student who loves playing video games after school. One day, she felt very tired and couldn't focus on the video games. Her older brother suggested she drink an iced cappuccino from the coffee shop, saying it would give her more energy. That evening, she also had a can of pop with dinner.

Later that night, Priya found it very hard to fall asleep. She tossed and turned in bed, feeling wide awake. The next morning, she was even more tired at school and couldn't concentrate.

Priya didn't realize that both the iced cappuccino and the pop contained caffeine, which can make it difficult to sleep. What should Priya do in this situation?

Use the [FACE Decision-Making Model](#) to help them make the safest decision.

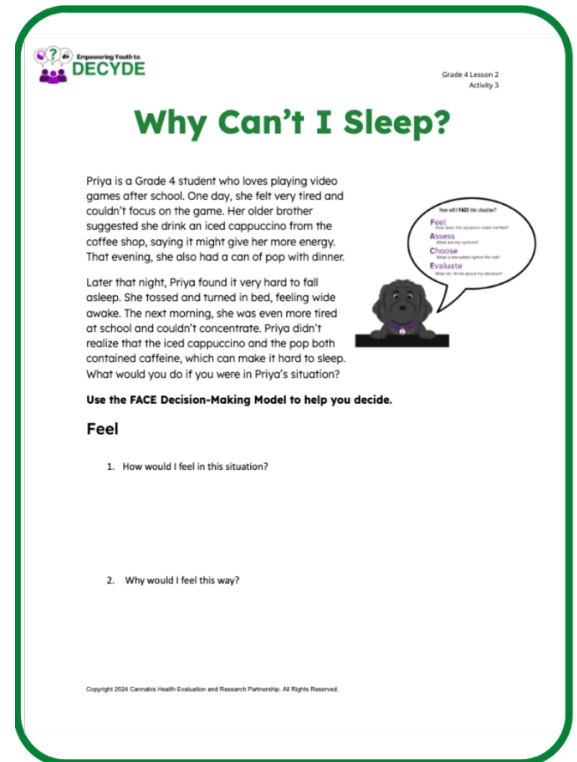
This activity is available as a [PDF or Google Doc](#). Students may write in the space provided, draw a picture, or discuss with their group.

Teacher Version:

Feel:

1. **How might Priya feel in this situation?**
 - Restless, confused, tired, frustrated
2. **Why might Priya feel this way?**
 - She didn't know that frozen coffee or pop contain caffeine.
 - She is frustrated because I couldn't sleep well.
 - She is tired and can't focus in school.
3. **When might Priya have felt this way before?**
 - Answers may vary (e.g., after having trouble sleeping for another reason, feeling tired after a long day).

Assess:



Empowering Youth to DECIDE
Grade 4 Lesson 2
Activity 3

Why Can't I Sleep?

Priya is a Grade 4 student who loves playing video games after school. One day, she felt very tired and couldn't focus on the game. Her older brother suggested she drink an iced cappuccino from the coffee shop, saying it might give her more energy. That evening, she also had a can of pop with dinner.


Later that night, Priya found it very hard to fall asleep. She tossed and turned in bed, feeling wide awake. The next morning, she was even more tired at school and couldn't concentrate. Priya didn't realize that the iced cappuccino and the pop both contained caffeine, which can make it hard to sleep. What would you do if you were in Priya's situation?

Use the FACE Decision-Making Model to help you decide.

Feel

1. How would I feel in this situation?
2. Why would I feel this way?

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Teachers may refer to [Caffeine](#) to help inform the discussion.
Note: Not for direct student use unless deemed developmentally appropriate.

4. What are Priya’s choices?

- Ask a trusted adult about which foods and drinks contain caffeine.
- Avoid drinking caffeinated beverages, especially in the evening.
- Find other ways to boost her energy, like taking a nap, eating a healthy snack, or exercising.

5. How could this choice affect Priya and others?

- Avoiding caffeine could help her sleep better at night and do better in school.
- Knowing about caffeine can help her make healthier choices.
- If she shares what she learned with friends, they might also avoid caffeine and sleep better.

Choose:

6. What is the safest choice Priya can make?

- Choose to avoid caffeinated beverages, especially before bedtime.
- Seek information about caffeine from a trusted adult.
- Find other ways to get more energy, like eating healthy snacks, exercising, or taking breaks.

Evaluate:

7. How would her choice impact herself or others?

- Choosing to avoid caffeine would help her sleep better and be more focused in school.
- Sharing information about caffeine with her friends could help them make healthier choices too.

8. Who could she talk to about the choice she made and how she was feeling?

- Answers may vary (e.g., parent/guardian, teacher, guidance counsellor, coach, aunt, uncle, older sibling, etc.).

Sharing and Reflection: Exit Reflection Card

Provide students with the **Exit Reflection Card: Healthy Choices** to conclude the lesson. This activity provides students an opportunity to reflect on what they learned about non-medical drugs.

Students will reflect on the following 2 questions:

- Pick one of the following substances: caffeine, nicotine, alcohol, or cannabis. Draw a picture to show why using this substance might be harmful.
- Draw a picture of some healthy activities you can do instead of using substances.

Teachers may also wish to model their own example as a guide.

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

The image shows a 'Healthy Choices Exit Reflection Card' template. At the top left is the DECYDE logo. To its right is a 'Name: _____' field. Further right is the text 'Grade 4 Lesson 2 Learning Activity 3'. Below this is a purple header with the title 'Healthy Choices Exit Reflection Card'. The main body of the card contains the following text: 'Pick one of the following substances: caffeine, nicotine, alcohol, or cannabis. Draw a picture to show why using this substance might be harmful.' Below this text is a large empty rectangular box for drawing. At the bottom left of the card, it says 'Copyright 2024 Cannabis Health Evaluation and Research Partnership. All Rights Reserved.' and at the bottom right, it says 'August 2024'.

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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