

Grade 5 Drug Education

Lesson 2: Assessing Healthy and Risk Behaviours

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. Realize that alcohol is a drug (depressant).
2. Identify some constructive activities to do instead of using substances.

Mental Health

1. Identify personal interests, abilities, and strengths.
2. Understand the interrelationship of physical and mental health, and general well-being.

Relationships

1. Apply the decision-making process to daily activities.
2. Outline some personal and peer problems and plan how to deal with them.

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



Lesson 1: Understanding Drugs and Medications

Lesson 2: Assessing Healthy and Risk Behaviours

Lesson 3: Factors that Influence Decision-Making



Lesson 2 Snapshot:

Assessing Healthy and Risk Behaviours

Ground Rules

- Learning Activity 1: Understanding Healthy and Risk Behaviours
- Learning Activity 2: Making Choices: Healthy and Risk Behaviours

Background Information

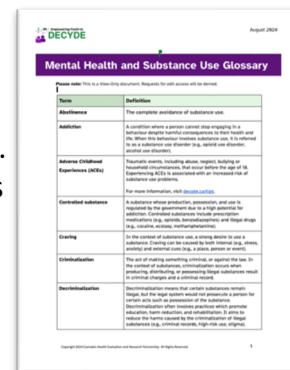
Definition of Drugs

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
Abstinence	The complete avoidance of substance use.
Addiction	A condition where a person cannot stop using a substance despite knowing it causes harm to their health and life. While this behavioral medical condition can be treated, it is a chronic relapsing condition that, without proper treatment, can be fatal.
Adverse Childhood Experiences (ACEs)	Traumatic events, including abuse, neglect, living in households with mental illness, parental divorce, and age of experiencing ACEs is associated with an increased risk of substance use disorders.
Controlled substance	For more information, visit DrugSchedule.com . A substance whose production, possession, and use is regulated by the government and is a high potential for abuse. Controlled substances include prescription medications (opioids, stimulants, benzodiazepines, and other drugs), and illicit drugs (heroin, marijuana, and cocaine).
Craving	In the context of substance use, a strong desire to use a substance. Craving can be triggered by both internal and external stimuli, such as seeing a person using a substance.
Counterfeits	The act of making something without, or against the law. In the context of substance use, counterfeits are illegal substances that are sold and distributed as if they were legitimate.
Decontamination	Decontamination means that certain substances remain on the skin and must be removed by washing or scrubbing the skin with soap and water. In the context of substance use, decontamination refers to the process of removing a substance from the skin or clothing to reduce the harm caused by the contamination of illegal substances (e.g., cocaine, heroin, and fentanyl).



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: Assessing Healthy and Risk Behaviours



Learning Activities and Teacher Background Resources

Learning Activity 1: Understanding Healthy and Risk Behaviours
 Learning Activity 2: Making Choices: Healthy and Risk Behaviours

Teacher Resources:

- [ACEs Infographic](#)
- [Caregiver Substance Use Infographic](#)
- [TIPs Infographic](#)
- [Drug Categories Infographic](#)
- [FACE Decision-Making Model](#): Elementary Student Version, Teacher Version
- [Factors Influencing Decision-Making Infographic](#)
- Substance Snapshots: [Inhaled Cannabis](#), [Cannabis](#), [Alcohol](#), [Household Items](#), [Caffeine](#), [Stimulants](#)

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.

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: Understanding Healthy and Risk Behaviours



Learning Activity Objectives:

- Identify healthy and risk behaviours
- Examine healthy and risk behaviours in daily activities
- Examine healthy and risk behaviours related to medication and drug use
- Listen and interact purposefully with their peers
- Use questioning to support decision-making and problem-solving
- Use critical thinking skills to make decisions and to problem-solve

Materials:

- Discussion prompts
- Healthy and Risk Behaviours T-Chart (student version, teacher version)
- Exploration: Assessing Levels of Risk
 - Assessing Risk Spectrum
 - Situation Cards
- Exit Reflection Card: Healthy and Risk Behaviours

Introduction

Students will explore examples of **healthy behaviours** and **risk behaviours**. Engage students in a brainstorming discussion about activities they believe to be either healthy behaviours or risk behaviours. A healthy behavior benefits you and your health, whereas a risk behaviour could potentially harm you or someone else's health. Students may refer to their reflections in Lesson 1, Learning Activity 2, and share the activities they suggested as ways to stay safe during daily activities.



Discussion prompts:

- Reflect on examples of healthy behaviours. Why do you consider this activity to be a healthy behaviour?
- What are some activities that you engage in at home that you consider to be healthy behaviours?
- What are some activities you engage in during school that you consider to be healthy behaviours?
- What are some outdoor activities that you like to engage in that you consider to be healthy behaviours?
- What are some other examples of healthy indoor activities?
- What are some examples of healthy eating behaviours?

Direct discussion to a reflection on examples of risk behaviours.




Discussion prompts:

- Reflect on examples of risk behaviours? Why do you consider this activity to be a risk behaviour?
- What are some activities at home that you consider to be risk behaviours?
- What are some activities at school that you consider to be risk behaviours?
- What are some outdoor activities that you consider to be risk behaviours?
- What are some other examples of risky indoor activities?
- What are some examples of risk behaviours related to eating?

Then, using a T-Chart, continue the conversation and ask students to share activities and determine whether they are healthy or risk behaviours. You may use the suggestions below and ask students to associate these specific activities either as **Healthy Behaviors** or **Risk Behaviours**. Indicate an activity and record each activity under the respective headings. Sometimes, students may determine an activity to be both a healthy and risk behaviour.

Students may also have a copy of their own **Healthy and Risk Behaviours T-Chart**. Students may use their own blank T-Charts to record examples. The teacher may share authentic examples of personal activities and discuss with students if they are healthy or risk behaviours.


Name: _____
Grade 5 Lesson 2
Learning Activity 1

Healthy and Risk Behaviours

Healthy Behaviours	Risk Behaviour
A healthy behavior benefits yours and/or someone else's health	A risk behaviour could potentially harm yours and/or someone else's health

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Teacher version:

Healthy Behaviour: A healthy behavior benefits yours and someone else’s health.	Risk Behaviour: A risk behaviour could potentially harm you or someone else’s health.
<ul style="list-style-type: none"> ○ Eating fruits and vegetables ○ Playing outside ○ Drinking water ○ Joining a team or club ○ Playing sports ○ Doing crafts ○ Reading ○ Walking to school ○ Riding a bike with a helmet ○ Getting a good night’s sleep 	<ul style="list-style-type: none"> ○ Playing video games late in the night/Staying up too late ○ Not wearing a helmet while bicycling ○ Drinking a lot of sugary drinks ○ Vaping ○ Being a passenger in a vehicle with driver who has been drinking too much alcohol ○ Breathing in second hand smoke ○ Being in an area with no cell phone service

Exploration: Assessing Levels of Risk

As a follow-up to the conversation on healthy and risk behaviours, guide further discussions towards assessing levels of risk. Explore with students how some of these behaviours may become risk behaviours or how they can become healthy behaviours. The T-Chart may provide other examples of activities. Using specific examples, model how to assess levels of risk when making decisions.

Display and explain the **Assessing Risk Spectrum** to assist students’ understanding. As you note each activity on the spectrum, encourage them to share why they believe it is a low or high-risk behaviour. While medium risk activities are noted on the spectrum, at grade 5 level, the focus can be on understanding high and low risk behaviours.



Grade 5 Lesson 2

Examples:

- Driving to work in the car
- Riding a bike
- Drinking wine
- Eating salads
- Walking the dog everyday
- Brushing our teeth once a day
- Flossing our teeth every day

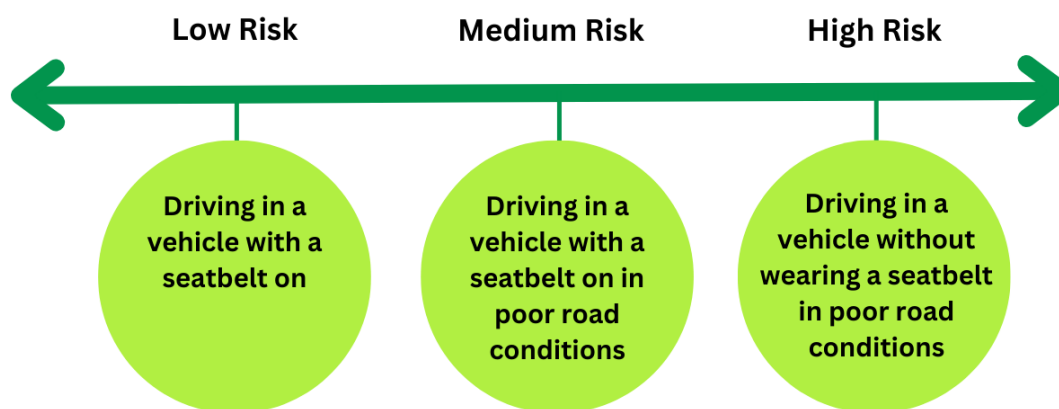
Questions to assist students' understanding:

- Is this an example of a healthy behaviour? Explain.
- Is this an example of a risk behaviour?
- In your opinion, is it a low-risk or high-risk behaviour?
- Why do you think this is a low-risk behavior? High risk behaviour?
- How can we change this behaviour to make it a low-risk behaviour?

Example 1 to model for class:

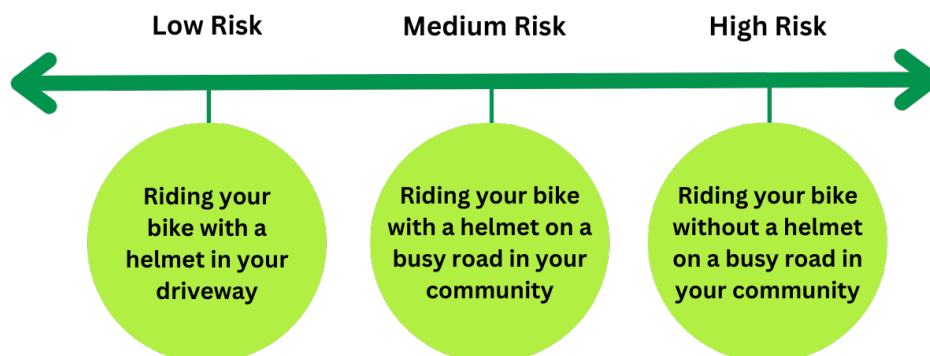
Teachers may model the following example with the class. Present the three situations and organize them on the **Assessing Risk Spectrum**. Discuss why the following behaviours are low, medium or high risk.

- Driving in a vehicle with a seatbelt on;
- Driving in a vehicle with a seat belt on in poor road conditions;
- Driving in a vehicle without wearing a seatbelt in poor road conditions.

**Example 2 to do together:**

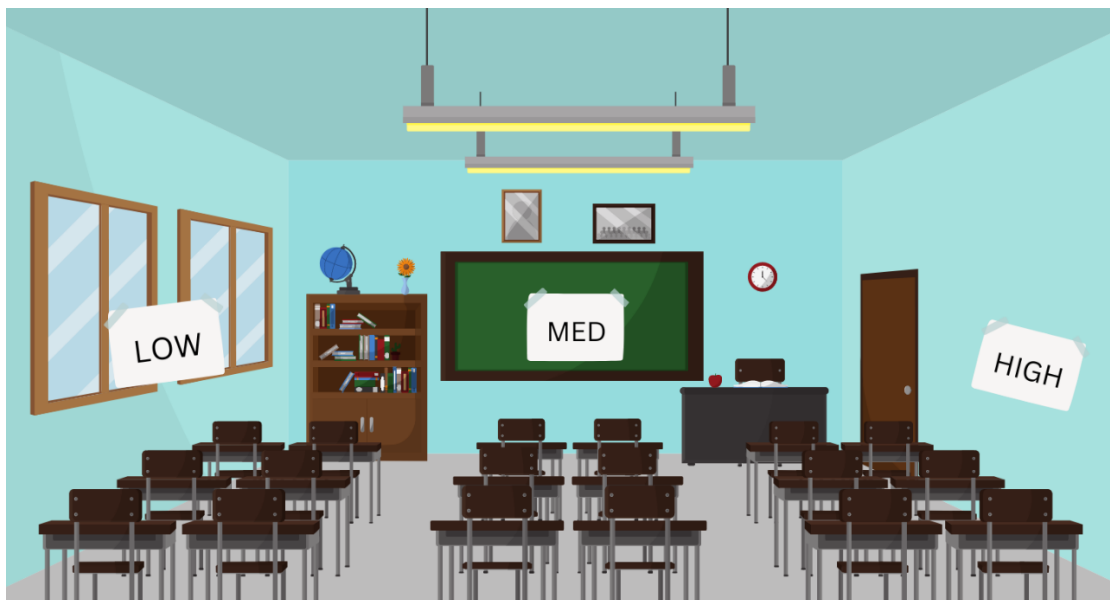
- Riding your bike without a helmet on a busy road in your community;
- Riding your bike with a helmet in your driveway;
- Riding your bike with your helmet on a busy road in your community.

Grade 5 Lesson 2

**Whole Class Activity:**

Follow up using the Value Lines Organizer teaching strategy to encourage students to reflect on and assess risk levels when presented with examples of activities. Create a risk continuum by labelling sections of a wall in the classroom as **Low Risk, Medium Risk and High Risk**. As you call out an activity, invite students to stand where they feel the level of risk might be. If your class size is large, you may suggest students place a “sticky note” one at a time and return to their seat. The purpose of this activity is to encourage students to think about different behaviours and their level of risk. The teacher may wish to model an example.

Example of how the labels might be set up in the classroom:

**Prompts for Teacher:**

- Is this a high-risk behaviour or a low-risk behaviour?
- How can we change this behaviour to make it a low-risk behaviour?

Grade 5 Lesson 2

Examples:

<ul style="list-style-type: none"> • Texting or calling while driving 	<ul style="list-style-type: none"> • Going outside in a storm
<ul style="list-style-type: none"> • Taking fever medication without an adult present 	<ul style="list-style-type: none"> • Accepting candy from someone you don't know
<ul style="list-style-type: none"> • Sharing medication with a friend 	<ul style="list-style-type: none"> • Taking medication prescribed to another family member
<ul style="list-style-type: none"> • Sharing a friend's water bottle 	<ul style="list-style-type: none"> • Pretending to smoke
<ul style="list-style-type: none"> • Using your parent's vape 	<ul style="list-style-type: none"> • Taking medication from a bottle with a missing label
<ul style="list-style-type: none"> • Running in school hallways 	<ul style="list-style-type: none"> • Running in the parking lot
<ul style="list-style-type: none"> • Riding a snowmobile on a pond in the winter 	<ul style="list-style-type: none"> • Not listening in class
<ul style="list-style-type: none"> • Refusing to do school work 	<ul style="list-style-type: none"> • Washing your hands before a meal
<ul style="list-style-type: none"> • Brushing and flossing your teeth regularly 	<ul style="list-style-type: none"> • Showing up late to school often
<ul style="list-style-type: none"> • Wearing sunscreen 	<ul style="list-style-type: none"> • Wearing a neck guard while playing hockey
<ul style="list-style-type: none"> • Using a crosswalk 	<ul style="list-style-type: none"> • Running with a sharp object in your hands
<ul style="list-style-type: none"> • Bringing a peanut butter sandwich to school 	<ul style="list-style-type: none"> • Picking up broken glass on the floor
<ul style="list-style-type: none"> • Not wearing a life jacket on a boat 	<ul style="list-style-type: none"> • Recycling cans and bottles
<ul style="list-style-type: none"> • Playing video games for several hours a day 	<ul style="list-style-type: none"> • Pretending to smoke
<ul style="list-style-type: none"> • Getting a ride home with an adult who was drinking alcohol 	<ul style="list-style-type: none"> • Staying home from school because you are sick
<ul style="list-style-type: none"> • Drinking energy drinks so you can perform better on your sports team 	<ul style="list-style-type: none"> • No cell phone service

Small Group Activity:

Grade 5 Lesson 2

Provide students an opportunity to examine and assess behaviours in small groups using the **Assessing Risk spectrum**. Working with a peer, students will read each situation card, discuss the behaviours and determine where they fall on the spectrum. Students may place the cards on the spectrum ranging from **Low-Risk Behaviour** to a **High-Risk Behaviour**. Follow-up with a whole class discussion exploring why some behaviours are considered either high risk or low risk.

Assessing Risk Spectrum:

Situation Cards:

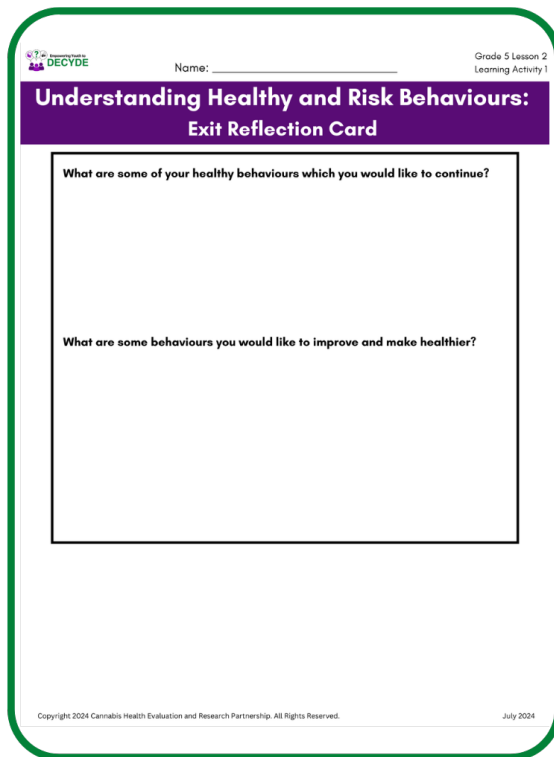
Picking up discarded objects outside	Accepting suspicious food or drink from someone	Taking medication from a bottle with a missing label
Sniffing gasoline every day	Sharing prescription medication with a friend	Vaping with a group of students at lunchtime
Operating an oversized ATV without a helmet	Storing medication properly	Taking medication prescribed to another family member
Trying alcohol you find at home in a cupboard	Using someone's inhaler	Picking up an empty vape container
Taking medication without reading the instructions	Following direct instructions when taking medications	Drinking alcohol underage
Talking to strangers online	Using cannabis while driving	Taking vitamins according to directions

Grade 5 Lesson 2

Sharing and Reflection

To personalize this learning experience, invite students to reflect on their own behaviours. Provide them with the **Exit Reflection Card: Understanding Healthy and Risk Behaviours**. Teachers may also wish to model their own example as a guide.

Students may use whatever means they would like to express themselves (e.g., write, draw). Students may wish to share with a peer if they choose.



Grade 5 Lesson 2
Learning Activity 1

Name: _____

**Understanding Healthy and Risk Behaviours:
Exit Reflection Card**

What are some of your healthy behaviours which you would like to continue?

What are some behaviours you would like to improve and make healthier?

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Learning Activity 2: Making Choices: Healthy and Risk Behaviours



Learning Activity Objectives:

- Use the FACE Decision-Making Model to assess healthy and risk behaviours
- Examine healthy and risk behaviours in daily activities
- Examine healthy and risk behaviours related to medication and drug use
- Use questioning to support decision-making and problem-solving
- Use critical thinking skills to make decisions and problem-solve
- Collaborate with peers

Materials:

- Teacher model: Scenario 1: How Am I Going to Get Home?
- Exploration Activity:
 - Scenario 2: Fitting In or Saying No?
 - Scenario 3: Sleep or Study?
- FACE Decision-Making Model (student and teacher version)
- Exit reflection card: Making Choices
 - Substance Snapshots: Inhaled Cannabis, Cannabis, Alcohol, Household Items, Caffeine, Stimulants

Introduction

During Learning Activity 2, 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 **How am I going to get home?** model to 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.

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: How Am I Going to Get Home? – Teacher to Model

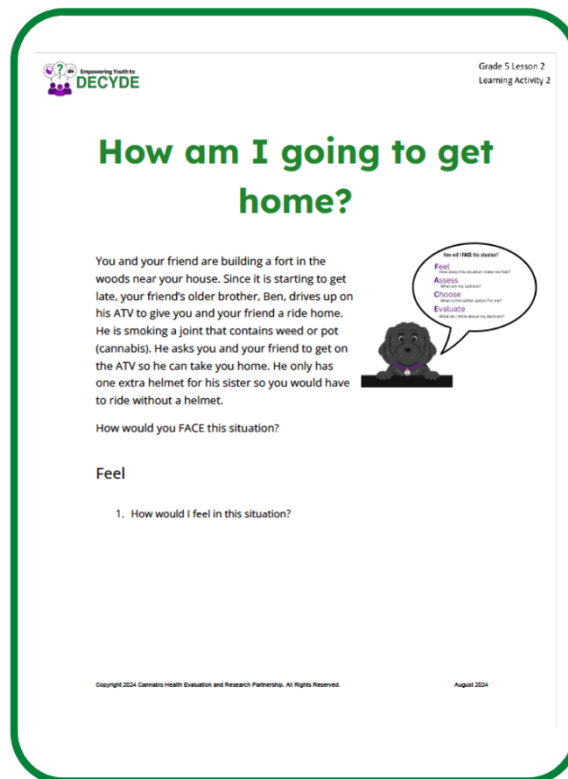
Student Version: How Am I Going to Get Home?

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

The teacher will model **Scenario 1, “How Am I Going to Get Home?”** with the class.

Ask students to imagine that they have found themselves in this scenario and have to decide whether or not to accept a ride home with their friend and their friend’s older brother on an ATV.

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



Grade 5 Lesson 2
Learning Activity 2

How am I going to get home?

You and your friend are building a fort in the woods near your house. Since it is starting to get late, your friend's older brother, Ben, drives up on his ATV to give you and your friend a ride home. He is smoking a joint that contains weed or pot (cannabis). He asks you and your friend to get on the ATV so he can take you home. He only has one extra helmet for his sister so you would have to ride without a helmet.

How would you FACE this situation?

Feel

1. How would I feel in this situation?

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Teacher Version: Discussion Guide - Scenario 1: How Will Gabe get home?

Scenario: Gabe and his friend are building a fort in the woods near Gabe’s house. Since it is starting to get late, the friend’s older brother, Ben, drives up on his ATV to give Gabe and his friend a ride home. The brother is smoking a joint that contains weed or pot (cannabis). He asks Gabe and his friend to get on the ATV so he can take them home. He only has one extra helmet for his sister, so Gabe would have to ride without a helmet.

How should Gabe FACE this situation?

Feel:

- How would Gabe feel in this situation?
 - Nervous
 - Indifferent
 - Awkward
 - Stranded



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 5 Lesson 2

2. Why would Gabe feel this way?
 - Nervous to ride with someone who is under the influence and/or without a helmet
 - Indifferent because he doesn't care
 - Awkward because he is unsure how to say that he doesn't want to ride with them
 - Stranded because he doesn't know how else he will get home

Assess:

3. What are some unhealthy behaviours in this scenario?
 - Smoking cannabis;
 - Driving a quad under the influence;
 - Accepting a ride with someone who is under the influence;
 - Not wearing a helmet;

Choose:


4. What is the safest choice Gabe can make?
 - The safest choice he can make is to not ride without a helmet or ride with someone who is driving and under the influence of cannabis.

Evaluate:

5. What can Gabe do instead of accepting the ride?
 - Call a trusted adult or a sibling to come and pick him up or walk home with him;
 - Walk home if Gabe is comfortable and it is safe to do so.

Exploration Activity:

Invite students to work in small discussion groups. Provide each group with the student versions of **Scenario 2: Fitting In or Saying No? and/or Scenario 3: Sleep or Study?** and a copy of the **FACE Decision Making Model** with the guiding questions. Students will work together to discuss each situation and apply the **FACE Decision-Making Model**. Students will have the opportunity to discuss healthy and risk behaviours and better understand that drug use may be a risky behaviour that puts them at a greater risk of harm. They will also reflect on the safest choices in each scenario. Monitor the group discussions.


SUBSTANCE SNAPSHOT

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

Grade 5 Lesson 2

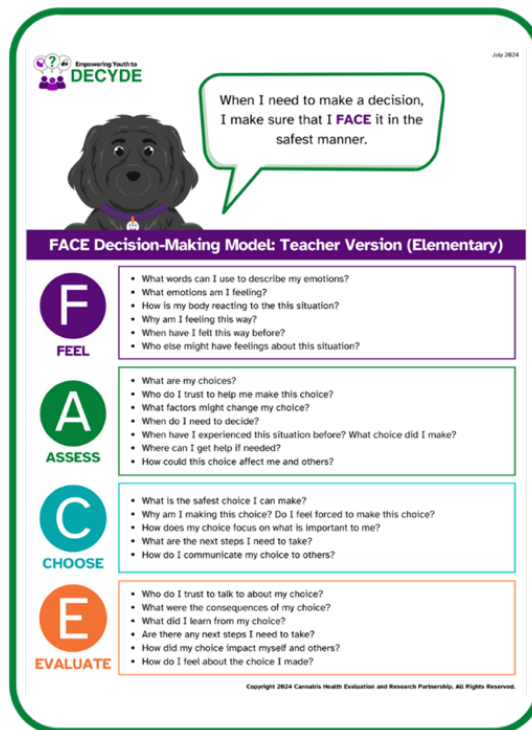
FACE Decision-Making Model (Elementary Student Version)

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



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](#).



Scenario 2: Fitting In or Saying No?

Student Version: Fitting In or Saying No?

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

Grade 5.2
Learning Activity 2

Fitting In or Saying No?

Travis, a Grade 5 student, goes to the washroom during lunch one day. He sees a few friends from the drama club huddled in the corner of the washroom, so Travis decides to go see what they are doing. Travis notices that they are drinking hand sanitizer. His friends tell him to try the hand sanitizer because it will make him feel good.

Travis wants to fit in with this group of kids so he does not want to say no.

How would you FACE this situation?

Feel

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

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Teacher Version: Discussion Guide - Scenario 2: Fitting In or Saying No?

Scenario: Travis, a Grade 5 student, goes to the washroom during lunch one day. He sees a few friends from drama club huddled in the corner of the washroom, so Travis decides to go see what they are doing. Travis notices that they are drinking hand sanitizer. His friends tell him to try the hand sanitizer because it will make him feel good. Travis wants to fit in with this group so he does not want to say no.

How should Travis FACE this situation?

Feel:

- How would Travis feel in this situation?
 - Curious
 - Nervous
 - Excited
 - Indifferent
 - Wanting to fit in
- Why would Travis feel this way?
 - Curious to see how it feels
 - Nervous because they know that they are not supposed to drink hand sanitizer



SUBSTANCE SNAPSHOT

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

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

Grade 5 Lesson 2

- Excited to experience something new
- Indifferent because they have no interest in drinking hand sanitizer
- Left out because they want to be included in this group

Assess:

3. What are the harms related to using household products such as hand sanitizer?
 - Hand sanitizer contains alcohol, which can be dangerous for children as it can cause intoxication, which can slow heart rate and breathing.
 - They contain potentially poisonous ingredients (e.g., methanol) that can have serious health consequences, such as blindness and death.

Choose:

4. What is the safest choice Travis can make?
 - The safest choice is to not drink hand sanitizer

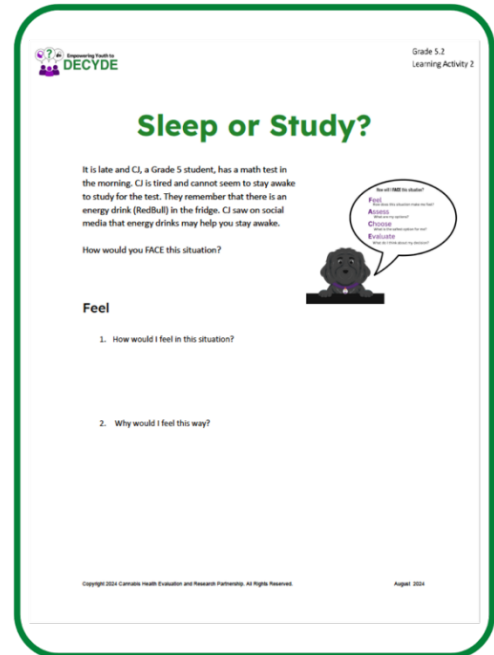
Evaluate:

5. What can Travis do instead of drinking the hand sanitizer?
 - Tell the other kids that they don't want to try it
 - Talk to a trusted adult about how they are feeling

Scenario 3: Sleep or Study?

Student Version: Sleep or Study?

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



Teacher Version: Discussion Guide – Sleep or Study?

It is late and CJ, a Grade 5 student, has a math test in the morning. CJ is tired and cannot seem to stay awake to study for the test. They remember that there is an energy drink in the fridge. CJ saw on social media that energy drinks may help you stay awake.

How should CJ FACE this situation?

Feel:

1. How would CJ feel in this situation?
 - Stressed
 - Worried
 - Angry
 - Indifferent

2. Why would CJ feel this way?
 - Stressed because they want to do well on the test, but they have not prepared for it
 - Worried to tell their trusted adults (caregivers, teacher, etc.) that they forgot about the test
 - Angry at themselves for forgetting



SUBSTANCE SNAPSHOT

Teachers may refer to [Caffeine](#) and [Stimulants](#) to help inform the discussion.

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

Grade 5 Lesson 2

- Indifferent because I don't need to review or I don't care how I perform on the test

Assess:

3. What could happen if children and teenagers drink energy drinks?
 - Energy drinks contain large amounts of caffeine that could be unsafe for children and teenagers.
 - Energy drinks can cause children to feel unwell (fast heartbeat, headaches, anxiety, vomiting, diarrhea, etc.)

Choose:

4. What is the safest choice CJ can make?
 - The safest choice they can make is to not drink the energy drink

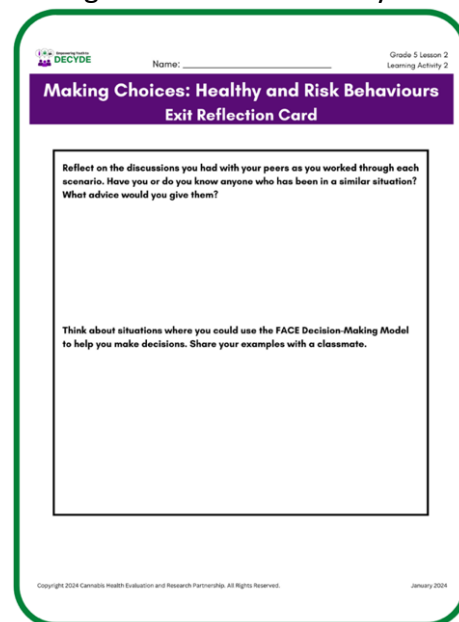
Evaluate:

5. What can CJ do if they did decide to drink the energy drink and they don't feel well?
 - Talk to a trusted adult (parent, caregiver, grandparent, older sibling, aunt/uncle)
 - If they don't start feeling better, ask a trusted adult to speak to a healthcare professional

Sharing and Reflection: Exit Reflection Card

Review each scenario and invite groups to share ideas from their discussions. Reinforce the use of the **FACE Decision Making Model** during this post activity conversation. Students may share other situations where the **FACE Decision-Making Model** may be used in their lives. Teachers are encouraged to model their own example to help with the sharing and reflection activity.

Invite students to complete the **Exit Reflection Card: Making Choices**. Students may complete this activity independently or in pairs. Students may use whatever means they would like to express themselves (e.g., write, draw).



DECYDE Name: _____ Grade 5 Lesson 2
Learning Activity 2

Making Choices: Healthy and Risk Behaviours
Exit Reflection Card

Reflect on the discussions you had with your peers as you worked through each scenario. Have you or do you know anyone who has been in a similar situation? What advice would you give them?

Think about situations where you could use the FACE Decision-Making Model to help you make decisions. Share your examples with a classmate.

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Grade 5 Lesson 2

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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