

Grade 5 Drug Education

Lesson 3: Understanding the Factors that Influence Decision-Making

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. Realize that alcohol is a drug (depressant).
2. Identify reasons for drinking and not drinking alcohol.
3. Develop awareness of the danger of inhalants.
4. Identify alternate ways to deal with personal problems.
5. Identify some constructive activities to do instead of using substances.

Mental Health

1. Identify personal interests, abilities, and strengths.
2. Recognize what is realistic in terms of personal achievement.

Relationships

1. Apply the decision-making process to daily activities.
2. Examine some of the advantages and disadvantages of independent decision-making.


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

Lesson Snapshot:



Lesson 3: Understanding Factors That Influence Decision-Making

- Learning Activity 1: Influential Factors and Decision-Making
- Learning Activity 2: Making Decisions: How Would You FACE the Situation ____



Lesson 1: Understanding Drugs and Medications
 Lesson 2: Assessing Healthy and Risk Behaviours
Lesson 3: Understanding the Factors that Influence Decision-Making

Background Information

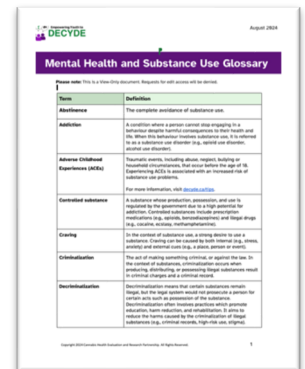
Definition of Drugs

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.



[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.

Grade 5 Lesson 3

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 3: Understanding Factors That Influence Decision-Making



Learning Activities and Teacher Background Resources

Learning Activity 1: Influential Factors and Decision-Making

Learning Activity 2: Making Decisions: How Would You FACE the Situation?

Teacher Resources:

- Infographics: [Factors Influencing Decision-Making](#), [Neurodiversity](#)
- Substance Snapshots: [Alcohol](#), [Caffeine](#), [Cannabis](#), [Cannabis Inhaled](#), [Household Items](#), [Inhalants](#), [Stimulants](#)
- [FACE Decision-Making Model – Student Version](#)
- [FACE Decision-Making Model – Teacher Version](#)

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 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: Influential Factors and Decision-Making



Learning Activity Objectives:

- Identify influential factors that may affect decision-making
- Recognize the influences that affect decision-making around alcohol and drug use
- Collaborate respectively with peers
- Use questioning to support decision-making and problem-solving
- Use critical thinking skills to make decisions and to problem solve
- Reflect on factors that influence decision-making

Materials:

- Discussion Prompts
- Infographics: [Factors Influencing Decision-Making](#)
- Exploration activity: [Making Smart Decisions](#) (Student activity sheets & teacher discussion guides)
 - Situation 1: Spencer: Alcohol (Beer)
 - Situation 2: Hunter: Inhalants (Glue)
 - Situation 3: Jessie: Cannabis (Weed)
 - Situation 4: Charlie: Energy drinks (Caffeine)
 - Situation 5: Morgan: Inhalants (Helium balloons)
 - Situation 6: C.J.: Nicotine (Vaping)
 - Situation 7: Riley: Cannabis (Vaping)
- Substance Snapshots: : [Alcohol](#), [Caffeine](#), [Cannabis](#), [Cannabis Inhaled](#), [Household Items](#), [Inhalants](#), [Stimulants](#)
- Exit Reflection Card: [Influential Factors and Decision-Making](#)

Introduction

The objective of this learning activity is to recognize the factors that may affect decision-making. Engage students in a conversation about choices related to healthy and unhealthy behaviours and what may influence these choices. The teacher may share examples of personal choices such as choosing to drink or not to drink coffee, choosing what to wear, choosing to help the neighbor shovel snow, and what may have influenced these decisions. The discussion prompts may facilitate conversation.

Grade 5 Lesson 3

Discussion prompts:

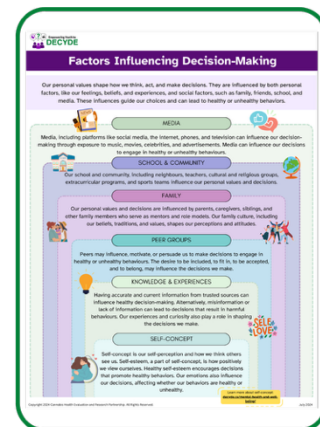
- What are some examples of decisions you have already made today?
- Why did we make these decisions? What or who influenced our choices?

Examples:

- What did you eat or drink for breakfast?
- Did you purchase anything lately? Why?
- Have you been upset lately with a sibling or friend? Did you say or do anything about this situation? Why?
- Did you make a choice to help someone? Why?
- Did you recycle or make a choice not to? Why?
- Did you engage in any activities with friends or family? Why?
- Did you make any decisions at school? Why?
- What time did you go to sleep last night?
- Did you go anywhere lately that you were not permitted to go? Why?
- Did you make a choice about engaging in physical activity lately? Why?
- Did you make any choices involving the community lately? To volunteer? Why?
- Did you choose to make or delete any posts on social media? Why?
- Did you make any decisions related to schoolwork or projects? Why?

Review the [Factors Influencing Decision-Making](#) infographic which highlights:

- **Personal factors** are internal and include our perceptions, feelings, emotions, beliefs, knowledge, opinions, values and experiences; and
- **Social factors** are external and include a person's environment such as family, school, peer groups, school, and media.



Using examples students may have shared and those below, discuss how these influences may affect our choices to engage in healthy and unhealthy behaviours. Lead the conversation to also consider why youth may be influenced to use or not use drugs such as alcohol, caffeine, nicotine, cannabis, or inhalants. Examples may include:

Grade 5 Lesson 3

Our Choices	Why did we make this choice? What or who influenced our decisions?
Choosing to help a neighbor shovel snow	Values and Attitudes: To make the neighbor feel good; The neighbour was unable to shovel; I like helping people.
Choosing what to wear	Peer Influences: My friends would like it.
Drinking coffee	Coping: Coffee makes me feel alert and awake; Coffee helps me start the day.
Eating a healthy breakfast	Family: My parents insist I eat before school.
Skipping breakfast	Experiences: In the past, I was sick on the bus after eating breakfast
Choosing to vape	Family: My uncle vapes. Peer Influence and Fitting in: My friends want me to vape.
Choosing not to vape	Knowledge: I saw ads which showed the dangers of vaping.
Choosing to drink alcohol	Emotions, Knowledge: My brother's older friend drinks alcohol because he thinks he will have fun.
Choosing not to drink alcohol	School: Our class talked about the harm that drinking alcohol can have on youth.

Exploration: Making Smart Decisions

Students will work in pairs to complete the **Making Smart Decisions** activity where they will examine situations in which youth are faced with decisions related to alcohol or drug use. The teacher may provide one of the seven situations to each group, duplicating where necessary:

- Situation 1: Spencer: Alcohol (Beer)**
- Situation 2: Hunter: Inhalants (Glue)**
- Situation 3: Jessie: Cannabis (Weed)**
- Situation 4: Charlie: Energy drinks (Caffeine)**
- Situation 5: Morgan: Inhalants (Helium balloons)**
- Situation 6: C.J.: Nicotine (Vaping)**
- Situation 7: Riley: Cannabis (Vaping)**

The objective is for students to determine what factors may influence the possible decisions youth are making in each situation. They may use the [Factors Influencing Decision-Making](#) infographic to determine what or who may influence these decisions.

Grade 5 Lesson 3

Students will then **imagine and create a conversation** which shows the individual making a smart decision in each situation. Students may then roleplay the conversations for the class. Upon completion of this activity and roleplay sharing, follow up with a whole class discussion for each situation using the **Teacher Discussion Guide: Making Smart Decisions**. The teacher may refer to the **Substance Snapshots** relevant to each situation (e.g., alcohol, inhaled nicotine) for additional information on the potential harms, which is pertinent to this discussion.

It is suggested that the teacher model **Situation 1: Spencer** with the students.

Making Smart Decisions: Situation 1 – Spencer



SUBSTANCE SNAPSHOT

Teachers may refer to Alcohol to help inform the discussion. *Note: Not for direct student use unless deemed developmentally appropriate.*

The student and teacher versions for each of the 7 situations are available as [PDFs and Google Docs](#).

Grade 5 Lesson 3 Learning Activity 2

Name: _____

Making Smart Decisions

Situation 1: Spencer

Situation 1: Spencer

Spencer is attending a party with their friends. While there, they run into their older brother's friend Andy. Andy appears very happy to see Spencer and invites them to come chat with their friends. Spencer feels cool and special. Andy offers Spencer a beer. Spencer had never tried beer before.

What decision is Spencer facing?

What or who do you think may influence Spencer's decision to drink the beer?

What or who do you think may influence Spencer's decisions to NOT drink the beer?

Why is beer and alcohol harmful for you?

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Grade 5 Lesson 3 Learning Activity 2

Name: _____

Making Smart Decisions

Situation 1: Spencer

Situation 1: Spencer

Imagine how the conversation between Spencer and Andy may play out. Spencer wants to make a smart decision. With your partner, finish the conversation between Andy and Spencer.

Andy: Hey Spencer, come over!

Spencer: Hey Andy, what's up?

Andy: Just having a beer with my buddies. Here, let me get you one.

Spencer:

Andy:

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Teacher Version: Making Smart Decisions

Situation 1: Spencer



Situation 1: Spencer

Influential Factors: Curiosity, Fitting in, Peer Influence

Spencer is attending a party with their friends. While there, they run into their older brother's friend Andy. Andy appears very happy to see Spencer and invites them to come chat with their friends. Spencer feels cool and special. Andy offers Spencer a beer. Spencer had never tried beer before.

Student Questions and Sample Answers

1. What decision is Spencer facing?

Whether or not to drink the beer that Andy offers.

2. What or who do you think may influence Spencer's decision to drink the beer?

Andy, who is friendly and seems excited to see them. Spencer might also feel special or cool because Andy wants them to join in with the group and have a beer. Consider other factors like social media, other friends, school, family, environment.

3. What or who do you think may influence Spencer's decision to NOT drink the beer?

Their own feelings about not having tried beer before. Parents' rules or advice from other trusted adults. Friends who don't drink or who support their decision to say no. Consider other factors like social media, school, family, environment, movies, TV.

4. Why is beer and alcohol harmful for you?

Beer and alcohol can be harmful because they can affect your body and brain, especially when you are young. They can make it harder for you to think clearly and make good choices. Drinking alcohol can also lead to health problems and can be dangerous, so it's important to avoid it until you are older and understand the risks better.



Imagine how the conversation between Spencer and Andy may play out. Spencer wants to make a smart decision. With your partner, finish the conversation between Andy and Spencer.

Andy: Hey, Spencer, come over!

Spencer: Hey, Andy what's up?

Andy: Just having a beer with my buddies. Here, let me get you one!

Spencer.....

Andy.....



SUBSTANCE SNAPSHOT

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

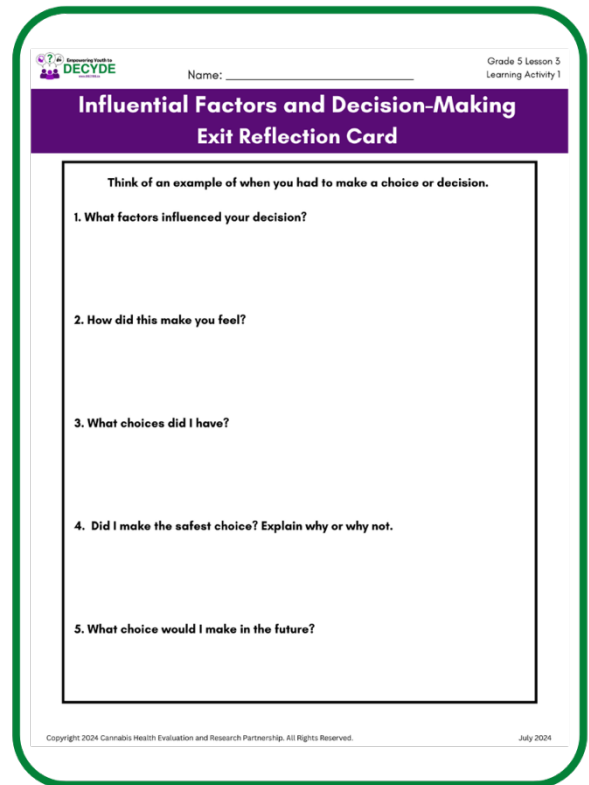
Grade 5 Lesson 3

Sharing and Reflection: Exit Reflection Card

Have a concluding discussion with students on what factors may influence decisions. Invite them to reflect and share examples of decisions and choices they made, and the influential factors involved.

Students may use whatever means they would like to express themselves (write, draw, etc.).

This Exit Reflection Card is available as a [PDF and Google Doc](#).



Influential Factors and Decision-Making
Exit Reflection Card

Think of an example of when you had to make a choice or decision.

1. What factors influenced your decision?
2. How did this make you feel?
3. What choices did I have?
4. Did I make the safest choice? Explain why or why not.
5. What choice would I make in the future?

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Learning Activity 2: Making Decisions: How Would You FACE the Situation?



Learning Activity Objectives:

- Reflect on healthy activities in which youth may engage
- Recognize the harm of substances such as inhaled nicotine, alcohol, and inhalants
- Apply the FACE Decision-Making Model when facing situations and making decisions
- Collaborate respectfully with peers
- Use questioning to support decision-making and problem-solving
- Use critical thinking skills to make decisions and to problem solve

Materials:

- Discussion Prompts;
- Scenario 1: [Chatting with Coach](#) (Student version, teacher discussion guide)
 - [Chatting With Coach – Animated Video](#)
- Scenario 2: [Dakota's New Sibling](#) (Student version, teacher discussion guide)
- Scenario 3: [Peter and His Pop](#) (Student version, teacher discussion guide)
- Substance Snapshots: [Nicotine](#), [Alcohol](#), [Inhalants](#)
- [Face Decision-Making Model Student Version](#)
- [Face Decision-Making Model Teacher Version](#)
- Infographics: [Factors Affecting Decision-Making](#), [Neurodiversity](#)
- [Exit Reflection Card: Making Decisions](#)

Introduction

During **Learning Activity 2**, students will have the opportunity to explore and assess how careful decision-making can affect one's well-being and why careful decision-making is important. Present and review **FACE Decision-Making Model** with students.

Using the scenario **Chatting with Coach**, model how to apply the **FACE Decision-Making Model** when facing situations and making decisions. Discuss with students how they or others may FACE the situation. The teacher may use the **Teacher Discussion Guide-Scenario 1: Chatting with Coach** to facilitate the conversation.



Scenario 1: Chatting with Coach

Student Version: Chatting with Coach

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

NOTE: Chatting With Coach is also available in **video** format. To display the animated video of this scenario to students, visit the [DECYDE Educational Videos](#) page.

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](#).



When I need to make a decision, I make sure that I **FACE** it in the safest manner.

FACE Decision-Making Model: Teacher Version (Elementary)

F FEEL

- What words can I use to describe my emotions?
- What emotions am I feeling?
- How is my body reacting to the this situation?
- Why am I feeling this way?
- When have I felt this way before?
- Who else might have feelings about this situation?

A ASSESS

- What are my choices?
- Who do I trust to help me make this choice?
- What factors might change my choice?
- When do I need to decide?
- When have I experienced this situation before? What choice did I make?
- Where can I get help if needed?
- How could this choice affect me and others?

C CHOOSE

- What is the safest choice I can make?
- Why am I making this choice? Do I feel forced to make this choice?
- How does my choice focus on what is important to me?
- What are the next steps I need to take?
- How do I communicate my choice to others?

E EVALUATE

- Who do I trust to talk to about my choice?
- What were the consequences of my choice?
- What did I learn from my choice?
- Are there any next steps I need to take?
- How did my choice impact myself and others?
- How do I feel about the choice I made?

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Teacher Discussion Guide – Scenario 1: Chatting with Coach

Scenario: Meera is in grade 5 and plays on her school's basketball team. She works hard but she feels like she's not as good as some of the other girls on the team. She is feeling stressed because she has a lot of homework, she helps around the house, and she has basketball practice. She saw online that vaping can help calm you down when you're stressed. One day after practice, her coach is surprised to see her vaping on school property. Meera tells him that she took it from her older brother because she is feeling stressed out lately.


How should Meera FACE this situation?

Use the [FACE Decision-Making Model](#) to help guide the decision-making process.

Feel:

- How would Meera feel in this situation?
 - Stressed
 - Nervous
- Why would Meera feel this way?
 - It seems like Meera is very busy.
 - Meera could be nervous to talk to a coach or trusted adult about vaping.

Assess:



SUBSTANCE SNAPSHOT

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

Grade 5 Lesson 3

3. When could Meera have felt stress?
 - Answers will vary. Examples: at school, during doctor or dentist appointments, playing sports, giving a presentation, at home.
4. What are some reasons people choose to vape?
 - To fit in, to cope, they are curious, see it at home, around people who vape.
5. What are some reasons people choose not to vape?
 - It is unhealthy.
 - They are not 19 years old or older.
 - They don't want to.
 - They don't want to get addicted.
 - They don't want to get in trouble.

Choose:

6. What is the safest choice Meera can make in this situation?
 - The safest choice is to not vape and to find other ways to relax or relieve stress.
7. What other options would Meera have in this situation?
 - Speak to an adult, see a guidance counsellor, speak to a peer, do mindfulness activities, exercise, do an activity that calms Meera down

Evaluate:

8. Meera can talk to her coach about vaping and stress. Who are some other trusted adults she can speak to about situations like this?
 - Answers may vary. Examples: parent/guardian, teacher, coach, aunt, uncle, older siblings, guidance counsellor, etc.
9. Instead of vaping, what are some other activities Meera could do to destress or relax?
 - Answers may vary. Examples: do an activity Meera enjoys, such as dance, art, sports, drawing, etc., spend time outdoors, talk to someone about why you're feeling this way, take a break from the activity that is causing you stress, ask for help.
10. Why is vaping illegal for youth?
 - Vape juice contains the drug nicotine which is very addictive. Vape pens can have very high concentrations of nicotine. Nicotine can cause permanent lung damage and different chronic diseases such as heart disease.
 - Nicotine can cause memory and attention issues for young people because the brain does not stop developing until the age of 25.
 - Depending on the source of the vape, there may be other drugs in the vape juice, including cannabis.

Exploration Activity

Invite students to work in small discussion groups. Students will work together to discuss each situation and apply the FACE Decision-Making Model. Provide each group with the student versions of **Scenario 2: Dakota's New Sibling** and/or **Scenario 3: Peter and His Pop** and a copy of the [FACE Decision-Making Model](#) (pictured here) with the guiding questions. Students will have the opportunity to discuss making the safest choices in each scenario. Monitor the group discussions.

Teacher Discussion Guides are provided within each scenario.

Scenario 2: Dakota's New Sibling

Student Version: Dakota's New Sibling

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



Empowering Youth to
DECYDE Name: _____ Grade 5 Lesson 3
Learning Activity 2

Dakota's New Sibling

Dakota has been feeling down the last few days. Their mom and stepdad just had a baby, and they feel like they're not a part of the new family. Dakota has noticed that some people drink alcohol when they're upset or stressed. Dakota is wondering whether this is something they should try to help with how they are feeling?

Feel:
How would I feel in this situation?

Why would I feel this way?

When have I felt like this before?

Assess:
What are some reasons people choose to drink alcohol?

How would you **FACE** this situation?

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Teacher Discussion Guide – Scenario 2: Dakota's New Sibling

Scenario: Dakota has been feeling down the last few days. Their mom and stepdad just had a baby, and they feel like they're not a part of the new family. Dakota has noticed that some people drink alcohol when they're upset or stressed. Dakota is wondering whether this is something they should try to help with how they are feeling.

How should Dakota FACE this situation?

Use the **FACE Decision-Making Model** to help guide your decision-making process.

Feel:

1. How would Dakota be feeling in this situation?
 - Upset
 - Lonely
 - Rebellious
 - Left out
2. Why would Dakota feel this way?
 - They are feeling left out and they want to start to feel better
3. When might have Dakota felt like this before?
 - Answers may vary

Assess:


4. What are some reasons people choose to drink alcohol?
 - To relax
 - To cope when they are feeling upset or stressed out
 - To socialize
 - To fit in
5. What are some reasons people choose not to drink alcohol?
 - Some people feel sad or angry when they drink alcohol
 - Alcohol can affect your judgment, leading people to make riskier decisions than they would otherwise
 - Alcohol can harm our liver and cause high blood pressure
 - Alcohol can lead to vomiting or a hangover (feeling sick the day after excessive drinking)
 - If they
6. How can alcohol be harmful?

Choose:

7. What is the safest choice Dakota can make?
 - To not take the beer because they are not of legal age to drink alcohol. Alcohol can also make people feel more sad or aggressive, instead of happier, and make you feel physically unwell.

Evaluate:

7. How did their choice impact themselves or others?
 - Answers may vary
 - By not drinking alcohol, Dakota did not lose the trust of their parents or uncle
8. Who could Dakota talk to about their choice?
 - A trusted adult such as a parent, uncle, aunt, grandparent, an older sibling, a teacher, etc.
9. What could Dakota do if they were feeling left out in the future?



SUBSTANCE SNAPSHOT

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



- Talk to a trusted adult or a friend about how they were feeling
- Try to do an activity that they enjoy doing alone

Scenario 3: Peter and His Pop

Student Version: Peter and His Pop

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

DECYDE

Name: _____
 Grade 5 Lesson 3
 Learning Activity 2

Peter and His Pop

Peter spends a lot of time hanging out with his Pop. He has been helping his Pop fix up a dirt bike after school. This has been a lot of fun for Peter because he's allowed to use tools to work on the dirt bike under his Pop's supervision. The dirt bike is a surprise birthday gift for his sibling.

Peter has always found it hard to fit in with others in his class and only has a couple of friends. Students in his class make fun of him and he doesn't understand why. This has made him feel anxious and he does not want to go to school. To help deal with his feelings, he sniffs gasoline.

Because he doesn't want his Pop to figure out that he's been sniffing gasoline, he stays in his room and plays video games. His Pop misses Peter and doesn't understand why he isn't helping him with the dirt bike anymore.

Feel:

How would I feel in this situation?

Why would I feel this way?

When have I felt like this before?

How would you **FACE** this situation?

Assess:

What are some reasons people choose to use inhalants?

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February 2024

Teacher Discussion Guide-Scenario 3: Peter and His Pop

Note to Teachers:

The [Neurodiversity infographic](#) provides information on neurodiversity and the correlation with substance use. Recognizing and understanding the unique challenges and strengths of neurodiverse individuals better enables educators to provide support in assisting youth to make informed and healthy choices.

Scenario: Peter spends a lot of time hanging out with his Pop. He has been helping his Pop fix up a dirt bike after school. This has been a lot of fun for Peter because he's allowed to use tools to work on the dirt bike under his Pop's supervision. The dirt bike is a surprise birthday gift for his sibling.

Grade 5 Lesson 3

Peter has always found it hard to fit in with others in his class and only has a couple of friends. Students in his class bully him and he doesn't understand why. This has made him feel anxious and he does not want to go to school. To help deal with his feelings, he sniffs gasoline. Because he doesn't want his Pop to figure out that he's been sniffing gasoline, he stays in his room and plays video games. His Pop misses Peter and doesn't understand why he isn't helping him with the dirt bike anymore. How could Peter FACE this situation?

Use the **FACE Decision-Making Model** to help guide your decision-making process.

Feel:

How might Peter be feeling in this situation?

- Safe with his Pop
- Proud to be working on the bike for his brother
- Anxious at school
- Sad and lonely
- Confused and angry because doesn't understand why he is bullied
- Excluded and bullied
- Afraid at school when bullied



SUBSTANCE SNAPSHOT

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

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

Why would Peter feel this way?

- He would feel safe hanging out with Pop.
- He would feel proud of the working on the bike and using tools.
- School would make him feel anxious.
- He would feel sad without friends who want to hang out him.
- He would feel confused since he doesn't know what to do to fit in.
- He would feel angry at everyone for not understanding who he is.
- He would feel afraid to disappoint his pop when he finds out about the gasoline.
- He might feel afraid of inhaling the gasoline since he knows it is harmful.

When could Peter have felt like this before?

- Personal responses

Assess:

What are some reasons why people choose to use inhalants?

- To help them forget why they are sad or hurting.
- To help relieve anxiety.
- They think it will make them happy.
- They think that inhalants will take the pain away.
- They saw someone else use them.
- They do not understand the harm that inhalants may cause.
- They are easily available.

Grade 5 Lesson 3

What are some reasons why people choose not to use inhalants?

- They know they are harmful to the body.
- They choose to talk to someone instead when they are feeling sad or left out.
- They may choose to get involved with other healthy activities.
- They know their parents or caregivers would be sad or upset.
- They are afraid to try inhalants because they do not know much about them.

How can inhalants be harmful?

- They cause damage to the organs of the body such as the heart, liver, and lungs.
- They may cause brain damage.
- They can cause the heart to stop.
- They can cause headaches and make us dizzy.
- They can cause hearing loss.
- They can have long term harmful effects on our movement.
- They can be addictive.

Choose:

What is the safest choice Peter can make in this situation?

- To NOT use the inhalants and talk to someone.
- To not use this inhalant when working on the bike with Pop.

Evaluate:

How did Peter's choice impact himself or others?

- The choice to use the inhalant (gas) is hurting Peter physically.
- The choice to use the inhalant is not making Peter's anxiety go away all the time.
- Peter is hurting his family and especially his pop.
- It is dangerous to sniff gas when working on projects such as repairing bikes.
- The choice to NOT use the inhalant (gas) causes less worry for his family and pop.
- The choice to NOT use the inhalant is the safer choice for his mental health.

Who could Peter talk to about his choice?

- He could confide in my pop, family member or caregiver
- Peter could talk to another trusted adult at school such as the guidance counsellor or teacher
- Peter could reach out to a friend
- Peter could call Kids Help Phone

What could Peter do if he was feeling left out in the future?

- Talk to someone he trusts like my pop
- Learn more about inhalants
- Find less harmful activities such as working on the bike to help him feel better

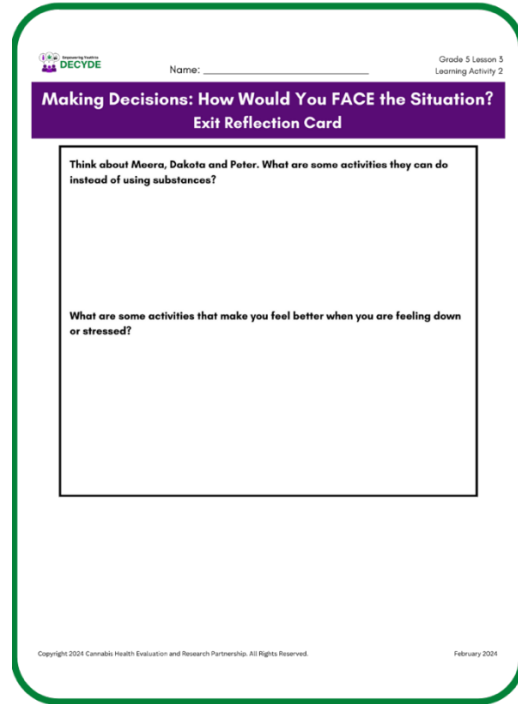
Sharing and Reflection: Exit Reflection Card

Grade 5 Lesson 3

Invite students to reflect on the scenarios and share examples of activities that make them feel better when feeling down, stressed or left out.

Students may use whatever means they would like to express themselves (write, draw, etc.).

This **Exit Reflection Card: Making Decisions**, is available as a [Google Doc and PDF](#).



DECYDE Name: _____ Grade 5 Lesson 3
Learning Activity 2

Making Decisions: How Would You FACE the Situation?
Exit Reflection Card

Think about Meera, Dakota and Peter. What are some activities they can do instead of using substances?

What are some activities that make you feel better when you are feeling down or stressed?

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Content Created by the Cannabis Health Evaluation and Research Partnership (CHERP) Team at Memorial University



Grade 5 Lesson 3

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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