

Teacher Discussion Guide: Factors that Influence Substance Use: FACE-ing the Situation

Scenario 1: Jordan and Vaping

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Students will read the situation with Jordan and consider how they would FACE the situation. They will examine the possible choices, determine the influential factors, and highlight the potential consequences. Students will apply the FACE Decision-Making Model as they work through the scenario.

Scenario 1: Jordan and Vaping

Lately, Jordan's home has been filled with the tense atmosphere of his parents' frequent arguments, adding stress to his daily life and disrupting his ability to get a good night's sleep. To cope with this, Jordan finds comfort in watching his favourite streamer on social media who uses nicotine vaping for relaxation. Faced with his own stressors, Jordan wonders whether trying nicotine vapes could offer him similar relief. What decision should Jordan make?

Feel:

How might Jordan feel in this situation?

- Feel tired
- Feel stressed.
- Wants to feel better
- Feel Unsure.
- Feel envious of their favorite Twitch streamer.

Why might Jordan feel this way?

- Tired because they are not sleeping very well
- Stressed because of being in a potentially hostile environment
- Unsure because they don't know the effects of vaping
- Envious because of how cool the Twitch streamer is

Who else might have feelings about this situation?

- Parent/guardian
- A trusted adult (extended family member, coach, babysitter)
- Friends

Assess:

What are Jordan's choices?

- They could try vaping



**SUBSTANCE
SNAPSHOT**

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



Grade 7 Lesson Plan 1
Learning Activity 2

- They could wait to talk to a trusted adult about how they are feeling

What factors or influences might affect Jordan's decision?

- Knowing that their parent/guardian may be disappointed if they decide to try vaping
- Knowing that vaping has many unknown long-term effects and can affect them negatively in the short term
- Knowing that they may develop a dependence to vaping
- Knowing their friends' opinions on vaping

Who can help them make this choice?

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

Choose:

What is the safest choice Jordan can make?

- Wait to talk to a trusted adult
- Choose healthier ways to manage this stress (e.g. exercising, meditation, talking to somebody about it)
- If they decide to vape, they could choose lower nicotine concentrations

Evaluate:

How would their choice impact themselves and others?

- May put harmful chemicals into the body if they chose to vape
- May increase the risk of becoming addicted to nicotine
- May cause friends to think of them differently if they vape
- May disappoint parents/caregivers (or another adult they look up to)

Who would Jordan talk to about the choice they made?

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

What factors or influences might change their decision?

- Knowing that their parent/guardian may be disappointed if they decide to try vaping
- Knowing that vaping has many unknown long-term effects and can affect them negatively in the short term
- Knowing that they may develop a dependence to vaping
- Knowing their friends' opinions on vaping

Scenario 2: Alex and Cannabis Gummies

Teacher Discussion Guide: Factors that Influence Substance Use: FACE-ing the Situation Scenario 2: Alex and Cannabis Gummies

Students will read the situation with Alex and consider how they would FACE the situation. They will examine the possible choices, determine the influential factors, and highlight the potential consequences. Students will apply the FACE Decision-Making Model as they work through the scenario.

Scenario 2: Alex and Cannabis Gummies

Alex has struggled to make friends since they moved to a new school. They were excited when Finley, from school, invited them to the movies! At the theatre, Finley offers Alex a cannabis gummy that he found in his older brother's room. Alex has never tried cannabis before but doesn't want to disappoint Finley. What decision should Alex make?

Feel:

How would Alex feel in this situation?

- Feel anxious
- Don't want to be seen as a loser if they don't take a gummy
- Feel afraid
- Feel unsure

Why would Alex feel this way?

- Feel anxious because they don't want to seem 'uncool' if they do not take a gummy
- Feel afraid because they don't want to lose a new friend
- Feel unsure because they don't know how cannabis will make them feel

Who might also have feelings about this situation?

- Caregivers or a trusted adult
- Other friends
- Their new friend Finley

Assess:

What are Alex's choices?

- Take a gummy
- Try a piece of the gummy
- Say no

What factors or influences might affect Alex's decision?

- Knowing that their parent/guardian may be disappointed if they choose to try cannabis
- Knowing that they may have a bad experience with cannabis if they take the gummy



**SUBSTANCE
SNAPSHOT**

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



Grade 7 Lesson Plan 1
Learning Activity 2

- Knowing that their friend may not want to hang out with them anymore if they choose to say no, but may think they are cool if they choose to say yes

Who can help Alex make this choice?

- wait to speak to their parents
- wait to speak to another trusted person, like an older sibling, teacher, or coach

Choose:

What is the safest choice Alex can make?

- Wait to talk to a trusted adult before trying cannabis, and avoid taking the gummy because they do not know the strength of it
- They could take a small piece of the gummy rather than the entire gummy if they chose to try cannabis

Evaluate:

How would Alex's choice impact themselves and others?

- May increase the risk of becoming addicted to cannabis if they take the gummy
- The choice may cause Alex harm because they don't know the dose or where it came from
- May cause Finley to think of them differently
- May cause their other friends to think of them differently
- May disappoint guardians, family, and/or caregivers (or another adult that they admire/look up to)

Who could Alex talk to about the choice they made?

- Talk to a Guidance counsellor
- Talk to A trusted friend
- Talk to Parents, guardians, and/or caregivers
- Talk to another trusted adult (e.g. Coach, cousin, aunt/uncle)

What factors or influences might affect their decision?

- Peer influences
- Family
- Knowledge: Curiosity
- Self-esteem: Self-confidence
- Community: Where did their brother get the gummies?

Scenario 3: Taylor and Drinking Alcohol

Teacher Discussion Guide: Factors that Influence Substance Use: FACE-ing the Situation Scenario 3: Taylor and Drinking Alcohol

Students will read the situation with Taylor and consider how they would FACE the situation. They will examine the possible choices, determine the influential factors, and highlight the potential consequences. Students will apply the FACE Decision-Making Model as they work through the scenario

Taylor is invited to Casey's place for a sleepover. Casey is popular but is also known for bullying people. Casey's parents are out of town. This is a big deal for Taylor since it is the first time without adults around. Casey tells Taylor that they are planning a fun night and want to try some of their parent's alcohol. Taylor is feeling anxious because she's never had alcohol before, but wants to get invited to more sleepovers. On top of that, she is worried that if she say no, she might get bullied by Casey. What decision should Taylor make?

Scenario 3: Taylor and Drinking Alcohol

Feel:

How would Taylor feel in this situation?

- Feel cautious.
- Feel nervous about trying alcohol.
- Feel unsure.
- Feel worried.

Why would Taylor feel this way?

- Feel unsure because they want to fit in
- Feel nervous about not being invited to other sleepovers.
- Feel cautious because they don't know how alcohol will affect them.
- Feel worried that Theo's parents might catch them taking their alcohol.

Who might also have feelings about this situation?

- Parent/guardian/trusted adult
- Older sibling(s)
- Friends
- Teachers
- Coach

Assess:

What are Taylor's choices?

- Try some of the alcohol at the sleepover
- Not try some of the alcohol



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



Grade 7 Lesson Plan 1
Learning Activity 2

- Talk to somebody they trust about the dilemma

What factors or influences might affect Taylor's decision?

- Knowing that they may get in trouble if they decide to try alcohol.
- Knowing that they are unsure about how alcohol will affect them.
- Knowing that alcohol can negatively affect their health.

Who can help Taylor make this choice?

- A trusted adult, older sibling, or friend

Choose:

What is the safest choice Taylor can make?

- They could wait to talk to someone they trust before making a decision
- If they choose to try any, they could take one or two sips rather than drinking an entire glass and they could follow safe drinking guidelines.

Evaluate:

How would Taylor's choice impact themselves and others?

- May increase the risk of accidentally hurting themselves or others if they drink alcohol
- May cause their friend to think of them differently depending on what they decide
- May make parents disappointed (or another adult that they admire/look up to)

Who would Taylor talk to about the choice they made?

- A guidance counsellor
- A trusted friend
- Parents or guardians
- Another trusted adult (e.g. Coach, cousin, aunt/uncle)

What factors or influences might change Taylor's decision?

- Peer influences
- Family
- Knowledge: Curiosity
- Self-esteem: Self-confidence

Scenario 4: Robin and Methylphenidate

Teacher Discussion Guide: Factors that Influence Substance Use: FACE-ing the Situation **Scenario 4: Robin and Methylphenidate**

Students will read the situation with Robin and consider how they would FACE the situation. They will examine the possible choices, determine the influential factors, and highlight the potential consequences. Students will apply the FACE Decision-Making Model as they work through the scenario

Scenario 4: Robin and Methylphenidate

Robin is really passionate about video games. A highly anticipated video game has just been released, and it seems like all of Robin's friends have already purchased it. Unfortunately, Robin doesn't have the money to buy it. They do not want to bother their family since money has been tight lately. Purchasing this video game seems impossible. Robin takes methylphenidate to focus on school. They remember viewing a video on social media where someone was selling their methylphenidate to get money for clothes. This sparks an idea. Maybe Robin can sell some of their medication to get enough money for the video game. Robin is trying to weigh the short-term gain versus the potential harm. What decision should Robin make?

Feel:

How would Robin feel in this situation?

- Feel conflicted: between the desire for the new video game and the consequences
- Feel unsure
- Feel scared
- Feel left out about not being able to afford the videogame



**SUBSTANCE
SNAPSHOT**

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

Why would Robin feel this way?

- Feel conflicted because they want the video game, but they don't want to harm others
- Feel left out because their friends have the video game and they don't
- Feel scared to get in trouble by selling medication

Who might also have feelings about this situation?

- Parent/guardian/trusted adult
- Older sibling(s)
- Friends
- Teachers



Grade 7 Lesson Plan 1
Learning Activity 2

- Coach

Assess:

What are Robin's choices?

- Sell some of the methylphenidate
- Save up money in other ways to buy the videogame
- Ask their parents to buy the videogame
- Talk to somebody about the dilemma

What factors might change Robin's choice?

- Knowing they can get into legal trouble if they are caught selling medication
- Knowing that they may not have enough medication for themselves to help them focus in school if they do sell it
- Knowing that it may take a longer to get the videogame if they choose to get enough money through other means
- Knowing that selling medication can harm others

Who can help Robin make this choice?

- Parent/guardian/trusted adult
- Older sibling(s)
- Friends
- Teachers
- Coach

Choose:

What is the safest choice Robin can make?

- Save up money in other ways to buy the videogame

Evaluate:

How would Robin's choice impact themselves and others?

- Selling medication may harm others around them (people may misuse it or self-mediate without being assessed by a healthcare professional)
- Affect their future because of legal troubles
- May give a sense of accomplishment if they choose to earn the money in a legal manner
- May make friends think of them differently
- The choice may disappoint their caregivers (or another adult that they admire/look up to)

Who could Robin talk to about the choice they made?

- Guidance counsellor
- A trusted friend
- Parents, guardians, or caregivers



Grade 7 Lesson Plan 1
Learning Activity 2

- Another trusted adult (e.g. Coach, cousin, aunt/uncle)

What factors or influences might change their decision?

- Peers
- Family
- Knowledge (Understanding the harm that methylphenidate may have on others especially if not prescribed for that person)
- Knowledge (Understanding the consequences. It is illegal to sell your prescribed medication)
- Feelings such as guilt or concern
- Past experiences: Possibly heard of others doing the same and getting in trouble

Scenario 5: Kai and Smoking

Teacher Discussion Guide: Factors that Influence Substance Use: FACE-ing the Situation **Scenario 5: Kai and Smoking**

Students will read the situation with Kai and consider how they would FACE the situation. They will examine the possible choices, determine the influential factors, and highlight the potential consequences. Students will apply the FACE Decision-Making Model as they work through the scenario.

Scenario 5: Kai and Smoking

One day, after an extra help class at school. Kai and Avery find themselves waiting outside for their rides. To Kai's surprise, Avery pulls out a cigarette and suggests they give it a try, mentioning that she's been taking them from her mom, who smokes in order to lose weight. Kai is wondering how it would feel to smoke, and if it would also help her lose weight. Feeling conflicted, Kai hesitates - admittedly, she wants to look good, especially for boys, but she's worried about the potential harm from smoking. What decision should Kai make?

Feel:

How would Kai feel in this situation?

- Feel curious.
- Feel conflicted or confused.
- Feel self-conscious.
- Feel worried or scared.

Why would Kai feel this way?

- Feel curious about the connection between smoking and weight loss.
- Feel conflicted. They would want to look good but fear the harms of smoking.



Grade 7 Lesson Plan 1
Learning Activity 2

- Feel self-conscious about their body.
- Feel worried their family might find out.

Who else might have feelings about this situation?

- Avery
- Avery's mom
- Kai's friends
- Kai's family

Assess:

What are Kai's choices?

- To take the cigarette
- To refuse the cigarette

What factors might influence Kai's decision?

- Knowing the harms
- Their peers
- Their family
- Their self-esteem

Who can help Kai make this choice?

- Friends
- Siblings

Choose:

What is the safest choice Kai can make?

- Not to smoke

Evaluate:

How would Kai's choice impact themselves and others?

- Family may be upset
- Friends may not approve of their decision
- Friends and family may not like being around second-hand smoke

Who could Kai talk to about the choice they made?

- A guidance counsellor
- A trusted friend
- Parents, guardians, or caregivers
- Another trusted adult (e.g. Coach, cousin, aunt/uncle)
- Talk to Avery

What factors or influences might change Kai's decision?

- Knowing the harms

Grade 7 Lesson Plan 1
Learning Activity 2



- Peers and family
- Self-esteem
- Media messages