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DECYDE Lesson Plans

Grades 4 to High School

Lesson Plan Curriculum Outcomes and
Learning Activity Objectives



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email:

decyde@mun.ca

Grade 4 Lesson 1: Safe Use of Medications

Curriculum Outcomes	Learning Activities	Learning Activity Objectives
<p>Drug Education</p> <ul style="list-style-type: none"> - Relate the major functions of medicines and the importance of safe use and handling. - Know that the most reliable sources of prescription drugs are doctors, nurses, and pharmacists. <p>Mental Health</p> <ul style="list-style-type: none"> - Identify some of the factors that affect our feelings. - Identify and demonstrate communication skills during group activities. <p>Relationships</p> <ul style="list-style-type: none"> - Realize that one's decisions may affect other people. - Outline the steps to follow in decision-making. 	<p>LA1: Using Medications Safely</p>	<ul style="list-style-type: none"> - Distinguish between medications and non-medications. - Identify safe choices when taking medications. - Apply the decision-making process to problem-solve situations. - Listen and interact purposefully with their peers.

Grade 4 Lesson 2: Non-Medical Drug Use

Curriculum Outcomes	Learning Activities	Learning Activity Objectives
<p>Drug Education</p> <ul style="list-style-type: none"> - Identify some reasons why people use drugs for non-medicinal purposes. - Recognize that nicotine and caffeine are drugs. - Identify the reasons why people do or do not smoke. - Discuss some of the physiological effects of smoking. - Describe the short-term and long-term effects of smoking. - Identify a number of activities to do instead of smoking. - Outline the effects of environmental tobacco smoke (ETS). - Suggest ways to protect oneself from environmental tobacco smoke (ETS). <p>Mental Health</p> <ul style="list-style-type: none"> - Identify recreational activities such as hobbies, physical activity, or creative pursuits. <p>Relationships</p> <ul style="list-style-type: none"> - Realize that one's decisions may affect other people. - Outline the steps to follow in decision-making. 	<p>LA1: Non-Medical Drug Use</p>	<ul style="list-style-type: none"> - 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.

Grade 4 Lesson 3: What Influences Drug Use?

Curriculum Outcomes	Learning Activities	Learning Activity Objectives
<p>Consumer Health</p> <ul style="list-style-type: none"> - Recognize the pressures applied through advertising for brand-name health and health-related products. - Analyze advertisements promoting the use of tobacco products. - Identify various sources of health-related information. <p>Drug Education</p> <ul style="list-style-type: none"> - Recognize that nicotine and caffeine are drugs. 	<p>LA1: Where do we get our information about drugs?</p>	<ul style="list-style-type: none"> - Recognize the risks related to nicotine and caffeine. - Recognize that advertisements for vaping, cigarettes, smoking, and energy drinks may target and influence youth. - Work collaboratively with peers.

Grade 5 Lesson 1: Understanding Drugs and Medications

Curriculum Outcomes	Learning Activities	Learning Activity Objectives
<p>Drug Education</p> <ul style="list-style-type: none"> - Outline where and how to obtain accurate information regarding medicines. - Understand that food and drink can affect the potency of certain drugs, highlighting the need to follow prescriptions accurately. - Realize that alcohol is a drug (depressant). - Identify some constructive activities to do instead of using substances. - Discuss the reasons for laws on drugs and drug abuse. <p>Mental Health</p> <ul style="list-style-type: none"> - Identify personal interests, abilities, and strengths. - Understand the interrelationship of physical and mental health, and general well-being. <p>Relationships</p> <ul style="list-style-type: none"> - Apply the decision-making process to daily activities. - Outline some personal and peer problems and plan how to deal with them. 	<p>LA1: Using Medications: Why and How?</p>	<ul style="list-style-type: none"> - Distinguish between prescription drugs and non-prescription (over-the-counter) drugs. - Examine medication labels and understand the safe use of medication. - Apply the decision-making process to problem-solve situations. - 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.
	<p>LA2: Drug Categories: Legal or Illegal? Medical or Non-Medical?</p>	<ul style="list-style-type: none"> - Recognize different drug categories: medical, non-medical, legal, and illegal. - Identify examples of drugs such as alcohol, caffeine, nicotine, and vape juice. - Identify trusted sources for information on drugs. - 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.

Grade 5 Lesson 2: Assessing Healthy and Risk Behaviours

Curriculum Outcomes	Learning Activities	Learning Activity Objectives
<p>Drug Education</p> <ul style="list-style-type: none"> - Realize that alcohol is a drug (depressant). - Identify some constructive activities to do instead of using substances. <p>Mental Health</p> <ul style="list-style-type: none"> - Identify personal interests, abilities, and strengths. - Understand the interrelationship of physical and mental health, and general well-being. <p>Relationships</p> <ul style="list-style-type: none"> - Apply the decision-making process to daily activities. - Outline some personal and peer problems and plan how to deal with them. 	<p>LA1: Understanding Healthy and Risk Behaviours</p>	<ul style="list-style-type: none"> - 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.
	<p>LA2: Making Choices: Healthy and Risk Behaviours</p>	<ul style="list-style-type: none"> - 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.

Grade 6 Lesson 1: Making Sense of Substances: Understanding Drugs and Their Effects

Curriculum Outcomes	Learning Activities	Learning Activity Objectives
<p>Drug Education</p> <ul style="list-style-type: none"> - Identify different categories of drugs (medical, non-medical, legal, and illegal) and their effects on health and well-being. - Discuss the personal and societal cost of smoking, drinking, and other drug use. - Recognize the potential for addiction to tobacco and alcoholic beverages. - Practice problem-solving and decision-making skills for preventing substance use. - Recognize that criminal activity is sometimes related to drug use. <p>Relationships</p> <ul style="list-style-type: none"> - Identify responsibilities of family members. - Identify ways of developing positive relationships with peers. - Demonstrate effective communication skills. <p>Mental Health</p> <ul style="list-style-type: none"> - Outline the steps to follow in dealing appropriately with a personal problem. - Demonstrate some appropriate techniques in response to stressful situations. 	<p>LA1: Investigating the Types of Drugs</p>	<ul style="list-style-type: none"> - Explore and develop awareness of different types of drugs (medical/non-medical, legal/illegal). - Explore substances that promote health and wellness, including preventive and interventive care (e.g., morphine, pain medication). - Develop knowledge and skills that will enable them to make informed, responsible decisions regarding different types of drugs. - Listen and interact purposefully with their peers.
	<p>LA2: Get to Know Drugs: Effects on the Body</p>	<ul style="list-style-type: none"> - Examine information about different types of drugs (medical/non-medical, regulated/non-regulated) and identify how personal choices about drugs affect the well-being of self and others. - Illustrate knowledge and understanding of the facts and the effects certain drugs have on the body. - Be aware of the potential risks of using certain substances (alcohol, cannabis, nicotine, caffeine, methylphenidate, and fentanyl) and the importance of making healthy choices. - Use critical thinking skills to make decisions and to problem-solve. - Collaborate respectfully with peers.
	<p>LA3: Making Smart Choices: Case Study and Role Play</p>	<ul style="list-style-type: none"> - Understand the potential risks of using drugs, including addiction, impaired decision-making, and negative health consequences. - Explore how peer pressure can influence drug use and identify strategies for resisting negative influences from friends or others. - Practice communication, decision-making, and problem-solving skills when faced with decisions related to substance use. - Apply the FACE Decision-Making model and critical thinking to problem-solve situations. - Collaborate respectfully with peers.

Grade 6 Lesson 2: Impact of Substance Use on Growth & Development

Curriculum Outcomes	Learning Activities	Learning Activity Objectives
<p>Drug Education</p> <ul style="list-style-type: none"> - Recognize the potential for addiction to substances like tobacco and alcoholic beverages. - Practice problem-solving and decision-making skills for preventing substance use. - Discuss the personal and societal cost of smoking, drinking, and other drug use. - Identify different substances and their effects on health and well-being. - Practice problem-solving and decision-making skills for preventing substance use. <p>Relationships</p> <ul style="list-style-type: none"> - Identify ways of developing positive relationships with peers. - Demonstrate effective communication skills. 	<p>LA1: What is Health and Wellness?</p>	<ul style="list-style-type: none"> - Identify the five dimensions of health and wellness: mental, physical, emotional, spiritual, and social. - Practice decision-making skills when making informed choices about health and well-being, with an emphasis on personal responsibility in avoiding harmful substances. - Explore how different factors—such as amount consumed, body size, sex, emotional state, and rate of consumption—can influence the effects of substances. - Collaborate respectfully with peers.
	<p>LA2: Substance Use Spectrum and Factors Affecting Intoxication</p>	<ul style="list-style-type: none"> - Discuss the range of choices from safe (abstaining from drugs) to risky behaviours related to substance use. - Identify factors that can affect intoxication (e.g., amount consumed, speed of consumption, sex, body size, emotional state). - Assess the risks and benefits of substance use by thinking critically about the choices they make. - Collaborate respectfully with peers.
	<p>LA3: Long-term Impacts of Drugs on Health & Wellness</p>	<ul style="list-style-type: none"> - Discuss the long-term impacts of substance use on the five dimensions of health and wellness (mental, physical, emotional, spiritual, and social). - Recognize the importance of supporting friends and family in making positive choices regarding substance use. - Recognize effects of substance use on the brain and body and any impairments to ongoing and future development (mind-altering effects, risk of addiction, slowed reaction time, negative mental health impacts). - Collaborate respectfully with peers.

Grade 6 Lesson 3: Health and Societal Impacts of Smoking and Vaping

Curriculum Outcomes	Learning Activities	Learning Activity Objectives
<p>My Health in My Environment</p> <ul style="list-style-type: none"> - Recognize the effects of smoking and vaping on the body. - Discuss the individual and societal impacts of smoking and vaping. - Identify environments that are required by law to be smoke- and vape-free. - Explore the effects of second-hand smoke on physical health and general well-being. - Consider the effects of air pollution on the environment. <p>Responsible Decision-Making</p> <ul style="list-style-type: none"> - Consider the influence of various factors (e.g., self-concept, knowledge and experience, peers, family, school and community, media) on decision-making. - Explore how tobacco and vaping products are marketed to youth and how advertising, packaging, and social media can influence their choices and perceptions. <p>Being Safe in All Environments</p> <ul style="list-style-type: none"> - Describe how environmental factors related to smoking and vaping may influence health. 	<p>LA1: The Impacts of Smoking and Vaping</p>	<ul style="list-style-type: none"> - Identify the impacts of smoking and vaping on health, the environment, and society. - Compare the appearance and function of healthy lungs to lungs damaged by smoking or vaping. - Research and summarize the potential health and environmental impacts of vaping and smoking. - Collaborate respectfully with peers.
	<p>LA2: Vaping Costs & Marketing Tricks: A Math and Media Investigation</p>	<ul style="list-style-type: none"> - Explain how marketing and advertising are used to make smoking and vaping look appealing. - Identify ways vape and tobacco companies use advertisements, social media, and packaging to target youth. - Examine how flavored vape products influence consumer behavior, particularly among teens. - Research and summarize the potential health consequences of vaping and smoking, including risks like addiction, lung problems, and other long-term effects. - Calculate the costs of vaping products and consider how it can affect someone's budget. - Collaborate respectfully with peers.
	<p>LA3: Making Decisions about Smoking and Vaping</p>	<ul style="list-style-type: none"> - Reflect on how different choices regarding smoking and vaping can impact their health, well-being, and future goals. - Examine how various influences—such as media, family, peers, school, community, and self-concept—can shape their decisions around smoking and vaping. - Think critically about messages related to smoking and vaping and recognize the importance of personal responsibility in decision-making. - Use the FACE decision-making model to analyze situations and practice making informed choices. - Collaborate respectfully with peers.

Grade 7 Lesson 1: Substance Use and Smart Choices

Curriculum Outcomes	Learning Activities	Learning Activity Objectives
<p>Emotional and Social Well-Being</p> <p>1. To understand how self-concept influences thoughts, feelings, and behaviors.</p> <p>2. Identify and demonstrate communication skills during group activities.</p> <p>Relationships</p> <p>1. Recognize the influence of peer groups.</p> <p>Safety and Environmental Health</p> <p>1. To be aware of unsafe practices that endanger the lives of young people and understand why these practices occur.</p> <p>2. To be aware of individual responsibility with regard to safety and accident prevention.</p> <p>3. To develop knowledge and skills necessary to participate safely in activities with potential risks.</p> <p>Alcohol and Other Drugs</p> <p>1. To identify reasons why people choose to smoke or not to smoke.</p> <p>2. To be aware of the immediate and long-term effects of cigarette smoking, including physical, social, and psychological impacts.</p> <p>3. To use the decision-making model with regard to tobacco use.</p> <p>4. To realize that alcohol is a drug that affects the body.</p> <p>5. To consider the influence of the media on drinking.</p>	<p>LA1: Understanding Substances</p>	<ul style="list-style-type: none"> - Identify the difference between legal and illegal drugs - Examine information about various substances, such as cannabis, nicotine, alcohol, and methylphenidate - Examine the potential harms of various substances, such as cannabis, nicotine, alcohol, and methylphenidate - Use critical thinking skills to make decisions and to problem solve - Collaborate respectfully with peers
	<p>LA 2: Factors that Influence Substance Use: FACE-ing the Situation</p>	<ul style="list-style-type: none"> - Identify the factors which influence personal values and decision-making - Examine information about substances such as nicotine, alcohol, cannabis, and methylphenidate - Examine the potential harms of unsafe use of substances such as cannabis, nicotine, alcohol, and methylphenidate - Apply the FACE Decision-Making model when facing situations and making decisions - Use critical thinking skills to make decisions and to problem solve - Collaborate respectfully with peers
	<p>LA 3: A Balancing Act: Harm Reduction Hustle</p>	<ul style="list-style-type: none"> - Examine the potential harms of unsafe use of substances such as cannabis, nicotine, alcohol, and methylphenidate - Identify the signs and risks of overconsumption of a substance such as cannabis, nicotine, alcohol, and methylphenidate - Identify strategies to avoid overconsumption - Use critical thinking skills to make decisions and to problem solve - Collaborate respectfully with peers

Grade 7 Lesson 2: Healthy and Unhealthy Ways of Coping

Curriculum Outcomes	Learning Activities	Learning Activity Objectives
<p>Emotional and Social Well-Being</p> <ol style="list-style-type: none"> To develop strategies for dealing with negative feelings. To recognize sources of stress in our lives. To understand that stress can be healthy or harmful. To consider positive ways of dealing with stress. <p>Relationships</p> <ol style="list-style-type: none"> To recognize the influence of peer groups. <p>Drugs: Smoking and Alcohol</p> <ol style="list-style-type: none"> To understand that tobacco contains an addictive drug and other chemicals that affect health. To identify reasons why people choose to smoke or not to smoke. To be aware of the immediate and long-term effects of cigarette smoking, including physical, social, and psychological impacts. To understand the effects of second-hand and side-stream smoke. To use the decision-making model with regard to tobacco use. To realize that alcohol is a drug that affects the body and has the potential for serious harm. To promote and encourage appropriate health-related practices. 	<p>LA 1: Reacting to Stress</p>	<ul style="list-style-type: none"> - Define stress - Identify common stressors - Identify coping strategies which may help alleviate stress - Identify the benefits and harms of stress - Examine how individuals experience stressful situations differently - Engage in discussions with peers about coping and stress - Listen and interact purposefully with peers
	<p>LA 2: Assessing Coping Strategies</p>	<ul style="list-style-type: none"> - Recognize healthy and unhealthy coping behaviours. - Assess the benefits and risks associated with coping strategies. - Examine the risks when choosing to use a substance such as caffeine, cannabis, nicotine, methylphenidate, or alcohol as a coping strategy. - Recognize that individuals manage stressful situations differently. - Reflect on cultivating a positive mindset.
	<p>LA 3: FACE-ing Stressful Situations</p>	<ul style="list-style-type: none"> - Use the FACE Decision-Making Model to identify stressors and assess healthy and risk coping strategies. - Examine the risks when choosing to use a substance such as caffeine, cannabis, nicotine, methylphenidate, or alcohol as a coping strategy. - Use questioning to support decision-making and problem-solving. - Use critical thinking skills to make decisions and problem-solve. - Collaborate with peers.

Grade 8 Lesson 1: Substance Use and Decision-Making: Social Influences, Laws and Health

Curriculum Outcomes	Learning Activities	Learning Activity Objectives
<p>Drug Education</p> <ol style="list-style-type: none"> 1. To distinguish between facts and myths about drugs and alcohol. 2. To be aware of Canadian laws relating to the possession, use, and sale of alcohol and drugs. 3. To be aware of the dangers of combining alcohol and other drugs. 4. To distinguish between drug use, drug misuse, drug abuse, and drug dependence. 5. To understand some of the reasons for drug and alcohol use. 6. To identify sources of help and information for drug-dependent persons. 7. To have an appreciation of the role of drugs in our society. 8. To distinguish between prescription, non-prescription, and illegal drugs. 9. To identify and promote alternative activities not involving alcohol or drugs. 10. To consider personal, societal, and familial values and influences related to the use of drugs and alcohol. 11. To be aware of the part that decision-making plays in drug use. 12. To understand some of the health-related implications of drug and alcohol use. 13. To be aware of how the media influences decisions regarding drug and alcohol use. 	<p>LA1: Understanding Substance Use Choices, Risks and Safety</p>	<ul style="list-style-type: none"> - Discuss why people may choose to use or not use substances. - Distinguish between prescription, non-prescription, regulated, and non-regulated substance use. - Identify the beneficial use of medical drugs. - Identify the safety considerations associated with substances such as alcohol, cannabis, nicotine, cocaine, psilocybin, methylphenidate, and opioids. - Identify the safety concerns of combining substances and overconsumption of substances. - Recognize the role of naloxone in opioid overdose. - Identify harm reduction strategies, resources, and information for substance use. - Collaborate respectfully with peers. - Demonstrate positive communication strategies.
<p>Emotional and Social Well-Being</p> <ol style="list-style-type: none"> 1. To use the decision-making process to choose alternate courses of action when dealing with feelings. 	<p>LA2: Substance Use Safety: Understanding Rules, Regulations and Laws</p>	<ul style="list-style-type: none"> - Recognize that there are Canadian and international laws pertaining to the use, sale, and possession of regulated substances, including nicotine, alcohol, and cannabis, and unregulated substances such as fentanyl analogues, cocaine, and magic mushrooms. - Apply and discuss how substance use laws protect the health and well-being of people in different situations. - Reinforce understanding of the safety concerns with substance use. - Discuss the factors that may influence decision-making regarding substance use as it pertains to laws, rules, and regulations. - Review harm reduction strategies pertaining to substance use. - Collaborate respectfully with peers. - Demonstrate positive communication strategies.
	<p>LA3: Factors Influencing Decision-Making</p>	<ul style="list-style-type: none"> - Examine the influences that affect decision-making about substance use, including media, community, family, peers, knowledge and experience, and self-concept. - Discuss the influence of laws, rules, and regulations as enforced by government, family, school, and community on decision-making. - Discuss protective and risk factors that can influence substance use and decision-making. - Review the safety considerations associated with substances such as alcohol, cannabis, nicotine, cocaine, psilocybin, methylphenidate, and opioids. - Reinforce the safety considerations of polysubstance use and overconsumption in different situations. - Identify harm reduction strategies regarding substance use. - Review the difference between regulated and unregulated substances. - Collaborate respectfully with peers. - Use critical thinking skills. - Examine the influences that affect decision-making about substance use, including media, community, family, peers, knowledge and experience, and self-concept. - Discuss the influence of laws, rules, and regulations as enforced by government, family, school, and community on decision-making. - Discuss protective and risk factors that can influence substance use and decision-making. - Review the safety considerations associated with substances such as alcohol, cannabis, nicotine, cocaine, psilocybin, methylphenidate, and opioids. - Reinforce the safety considerations of polysubstance use and overconsumption in different situations. - Identify harm reduction strategies regarding substance use. - Review the difference between regulated and unregulated substances. - Collaborate respectfully with peers. - Use critical thinking skills.

Grade 9 Lesson 1: Substance Use, Addiction, and the Role of Harm Reduction

Curriculum Outcomes	Learning Activities	Learning Activity Objectives
<p>Emotional and Social Well-Being</p> <ul style="list-style-type: none"> - To develop an increased awareness of self by engaging in activities that help you think about who you are and what is important to you. - To learn more about themselves and others by representing and sharing different aspects of themselves. <p>Content, Processes, and Skills</p> <ul style="list-style-type: none"> - To review and implement the decision-making process. - To improve personal communication skills through classroom interaction and practice. <p>Drug Education (supplemental)</p> <ul style="list-style-type: none"> - To evaluate the connection between substance use and brain development. - To analyze the effects of substance use on health and well-being. - To consider harm reduction strategies to minimize substance use risk. 	<p>LA1: Brain Health and Well-Being</p>	<ul style="list-style-type: none"> - Discuss the importance of brain health - Identify factors that can positively and negatively affect brain health - Recognize the components of health and wellness that can promote brain health, including mental, physical, emotional, spiritual, and social health - Identify healthy habits that can promote brain health - Collaborate respectfully with peers - Demonstrate positive communication strategies
	<p>LA2: Addiction and Harm Reduction</p>	<ul style="list-style-type: none"> - Describe the implications of substance use on brain development - Define and distinguish between addiction, tolerance, and withdrawal - Identify the signs of addiction, tolerance, and withdrawal of substances such as alcohol, nicotine, cannabis, cocaine, methamphetamine (crystal meth), and ecstasy (MDMA) - Examine harm reduction strategies when using substances such as alcohol, nicotine, cannabis, cocaine, methamphetamine (crystal meth), and ecstasy (MDMA) - Collaborate respectfully with peers - Demonstrate positive communication strategies - Use critical thinking skills to make decisions and problem-solve
	<p>LA3: Substance Use Spectrum and Lowering Risk</p>	<ul style="list-style-type: none"> - Analyze the effects of substance use on health and well-being - Calculate potency of alcohol and nicotine in different concentrations of products - Explain the concept of a substance use spectrum, recognizing the varying patterns from no use to addiction - Identify lower-risk use strategies when using various substances including alcohol, nicotine, cannabis, cocaine, methamphetamine (crystal meth), and ecstasy (MDMA) - Explore harm reduction strategies for safer substance use - Collaborate respectfully with peers - Demonstrate positive communication strategies - Use critical thinking skills to make decisions and problem-solve

Grade 9 Lesson 2: Sexual Health and Substance Use

Curriculum Outcomes	Learning Activities	Learning Activity Objectives
<p>Human Sexuality</p> <ul style="list-style-type: none"> - To be aware of the process of decision making and the role of values with respect to sexual expression. - To recognize the impact substances can have on consent and decision-making related to relationships and sexual health. - To identify where to seek help for support or guidance related to sexual health. <p>Relationships</p> <ul style="list-style-type: none"> - To have an increased awareness of own and others' expectations of dating relationships. - To become aware of the reciprocal nature of dating relationships. - To practice making decisions regarding some of the problems that occur in dating relationships. - To identify and compare the outcomes of passive, aggressive, and assertive behaviours. 	<p>LA1: Relationships and Communication Styles</p>	<ul style="list-style-type: none"> - Explore different types of relationships (e.g., friend, family, co-worker, romantic). - Identify and differentiate between communication styles (Passive, Aggressive, Passive-aggressive, Manipulative, and Assertive). - Evaluate how substance use can impact decision-making, relationships, and future life goals. - Reflect on personal values, thoughts, and beliefs and analyze how they influence decision-making. - Discuss key aspects of a healthy relationship, including trust, respect, and mutual consent. - Explain how choices can have short- and long-term impacts that can affect physical/emotional well-being, relationships, and future opportunities. - Apply the FACE decision-making model to solve problems and make informed choices. - Collaborate respectfully with peers. - Demonstrate positive communication strategies in various social and interpersonal situations.
<p>Climate Building – Communications</p> <ul style="list-style-type: none"> - To improve personal communication skills through classroom interaction and practice. - To review and implement the FACE decision-making process. - To identify and demonstrate various communication patterns. 	<p>LA2: Substances and Sexual Health</p>	<ul style="list-style-type: none"> - Define and differentiate between the terms "enhance" and "inhibit." - Identify and describe the short-term and long-term effects of substances on sexual functioning (e.g., alcohol, poppers, cannabis, cocaine, ecstasy (MDMA), opioids, amphetamines, anabolic steroids, nicotine, and medications such as Viagra or Cialis). - Discuss ways in which substance use can increase the likelihood of unprotected sexual activity. - Apply the FACE decision-making model to solve problems and make informed choices. - Collaborate respectfully with peers. - Demonstrate positive communication strategies in various social and interpersonal situations.
	<p>LA3: Consent and Being Prepared</p>	<ul style="list-style-type: none"> - To recognize that engaging in sexual activity is a personal decision and that feelings and emotions can vary for each person. - To explain the meaning of consent and summarize the laws related to consent. - To demonstrate respect for personal boundaries and ensure that consent is always given and understood in different situations. - To discuss the importance of mutual consent and the role of consent in making informed sexual decisions. - To evaluate how substances can impact decision-making regarding mutual consent and sexual activity. - Apply the FACE decision-making model to solve problems and make informed choices. - Collaborate respectfully with peers. - Demonstrate positive communication strategies in various social and interpersonal situations.

LA4: What to Do if Things Go Wrong

- To recognize that sexual health concerns can affect anyone and are a normal part of human life.
- To explain the importance of seeking professional support for sexual health concerns.
- To discuss how to protect oneself from sexual violence.
- To discuss how to stay safer in social situations by developing a personal safety plan and recognizing when to seek emergency help.
- To identify and evaluate community services that support personal safety and well-being.
- Apply the FACE decision-making model to solve problems and make informed choices.
- Collaborate respectfully with peers.
- Demonstrate positive communication strategies in various social and interpersonal situations.

High School Lesson 1: Substance Use Policies and Regulations

Curriculum Outcomes	Learning Activities	Learning Activity Objectives
<p>Drug Education</p> <ul style="list-style-type: none"> - Demonstrate an understanding of what constitutes socially responsible behaviour toward substance use within the school and community. - Utilise information technology to access, present, and communicate information on substance use. - Recognize the effects of substances and make decisions regarding appropriate and inappropriate use of substances. <p>Emotional and Social Well-Being</p> <ul style="list-style-type: none"> - Demonstrate knowledge, skills, and behaviours related to health-related decision making. <p>Communications</p> <ul style="list-style-type: none"> - Collaborate with peers to explore multiple perspectives, practice respectful communication, and justify their ideas in group settings. <p>Environmental Health and Safety</p> <ul style="list-style-type: none"> - Demonstrate skills and behaviours that enhance personal safety, the safety of others, and the protection of the environment. 	<p>LA1: Substance Use Policies at School and Work</p>	<ul style="list-style-type: none"> - Identify reasons why individuals might use substances in school or workplace settings. - Explain the rationale behind school and workplace substance-use policies in terms of safety, fairness, and accountability. - Analyze scenarios and apply decision-making skills to consider the consequences of using substances at work. - Collaborate respectfully with peers. - Demonstrate positive communication strategies. - Use critical thinking skills to make decisions and problem-solve.
	<p>LA2: The Legalization, Decriminalization, and Regulation of Substances</p>	<ul style="list-style-type: none"> - Analyze the concepts of legalization, decriminalization, regulation, and unregulated approaches related to substance use. - Consider the effects of various substances, including cannabinoids, depressants, hallucinogens, and stimulants. - Classify drugs into the categories of legal, illegal, regulated, and unregulated. - Critically evaluate, through a debate, the concepts of legalization, decriminalization, and drug classification. - Collaborate respectfully with peers. - Demonstrate positive communication strategies. - Use critical thinking skills to make decisions and problem-solve.

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

Curriculum Outcomes	Learning Activities	Learning Activity Objectives
<p>Drug Education</p> <ul style="list-style-type: none"> - Identify and analyze the impact of substances on health and well-being. - Apply harm reduction and prevention approaches to substance use in ways that support safety and well-being within the home, school, and community. - Identify strategies for preventing and responding to substance-related emergencies. - Develop an emergency response personal safety plan related to substance use. - Demonstrate decision-making skills that support health and well-being and safer choices. <p>Emotional and Social Well-being</p> <ul style="list-style-type: none"> - Demonstrate knowledge, skills, and behaviours related to health-related decision making. <p>Technology and Communications</p> <ul style="list-style-type: none"> - Utilize information technology to access, present, and communicate information on substance use. <p>Environmental Health and Safety</p> <ul style="list-style-type: none"> - Demonstrate skills and behaviours which enhance personal safety, the safety of others, and the protection of the environment. 	<p>LA1: The Effect of Substances on Overall Health and Well-being</p>	<ul style="list-style-type: none"> - Describe how substances can affect the five components of health and well-being (mental, physical, emotional, spiritual, and social health). - Explain how the dose of a substance can change its impact on the body and affect whether it is safe or harmful. - Examine health situations (e.g., polysubstance use, medication adherence, impaired driving, pregnancy/breastfeeding, personal health factors) and identify the potential risks involved. - Research and present the health impacts of substance-use situations using reliable sources. - Apply decision-making skills to scenarios and evaluate the potential outcomes of different choices. - Reflect on the short- and long-term effects of substances, considering impacts on personal goals, relationships, and overall well-being.
	<p>LA2: Harm Reduction</p>	<ul style="list-style-type: none"> - Define harm reduction and identify examples of harm reduction strategies in the home, school, and community. - Explain how harm reduction approaches (such as safe supply, drug checking, naloxone, and safer partying strategies) can prevent harms and support overall health and well-being. - Analyze common myths about harm reduction and use evidence-based reasoning to debunk misconceptions. - Examine real-life situations involving different substances (such as cannabis, alcohol, vaping, ecstasy, and cocaine) and propose practical harm reduction strategies for each. - Design a harm reduction tool or resource (such as a kit, app, or safe consumption site) that could be used in their school or community, and reflect on its potential impact.
	<p>LA3: Helping Others and Self in an Emergency</p>	<ul style="list-style-type: none"> - Recognize the signs and symptoms of substance-related overdoses. - Identify when a situation requires emergency help. - Demonstrate how to place an unconscious person in the recovery position and explain why this skill is important in preventing harm. - Analyze scenarios to identify risk factors, red flags, and safe responses, using decision-making strategies to guide their actions. - Explore the role of naloxone in overdose response and practice the steps for safe administration. - Reflect on the importance of being prepared in emergency situations.

	LA4: Making Difficult Decisions	<ul style="list-style-type: none"> - Analyze the complexities of making decisions about someone else's substance use and recognize how different choices can lead to different outcomes. - Collaborate to evaluate possible decisions in a case study and reflect on the factors that influence decision-making. - Apply harm reduction and emergency preparedness strategies by developing a personal Party Safety Plan. - Reflect on how planning ahead and considering multiple perspectives can support safer, more thoughtful choices in real-life situations.
High School Lesson 3: Navigating Substance Use: Understanding Choices, Stigma, and Support		
Curriculum Outcomes	Learning Activities	Learning Activity Objectives
<p>Drug Education</p> <ul style="list-style-type: none"> - Identify and analyze the impacts of substance use on health and well-being. - Demonstrate an understanding of the substance use spectrum, including patterns of use, addiction, and recovery. - Analyze the social, personal, and environmental factors that influence why youth may begin using substances, including both protective and risk factors. - Explain how stigma affects individuals, families, and communities, and evaluate its impact on seeking help and accessing support. - Recognize the importance of help-seeking and explore available supports for individuals experiencing substance use challenges. - Demonstrate decision-making and goal-setting skills that support mental health, well-being, and safer choices. <p>Emotional and Social Well-being</p> <ul style="list-style-type: none"> - Demonstrate knowledge, skills, and behaviours related to health-related decision making. <p>Technology and Communications</p> <ul style="list-style-type: none"> - Utilize information technology to access, present, and communicate information on substance use. <p>Environmental Health and Safety</p> <ul style="list-style-type: none"> - Demonstrate skills and behaviours that enhance personal safety, the safety of others, and the protection of the environment. 	<p>LA1: Substance Use Spectrum</p> <p>LA2: Why do Teens Start Using Substances?</p> <p>LA3: What is Addiction?</p> <p>LA4: Stigma</p> <p>LA5: How to Seek Help for Substance Use</p>	<ul style="list-style-type: none"> - Explain the components of the Substance Use Spectrum. - Differentiate between non-use, low-risk, high-risk, and harmful substance use using real-life examples. - Apply their understanding of the Substance Use Spectrum to analyze different scenarios and identify where each example fits. - Engage in respectful and nonjudgmental discussions about substance use. <ul style="list-style-type: none"> - Identify various factors that influence youth decisions about substance use, including media, peers, family, school, community, and self-concept. - Differentiate between risk factors and protective factors and explain how they can increase or decrease the likelihood of substance use. - Apply understanding of these factors to real-life scenarios to recognize strategies that can promote healthier decisions. - Engage in respectful and nonjudgmental discussions about substance use. <ul style="list-style-type: none"> - Explain how addiction develops and progresses along the Substance Use Spectrum, using examples from videos, discussions, and lived-experience stories. - Describe how substance use affects the brain's reward system, emotions, and behaviour, and why addiction is considered a medical condition. - Identify internal and external factors that influence substance use, recovery, and relapse. - Engage in respectful and nonjudgmental discussions about substance use. <ul style="list-style-type: none"> - Define stigma and explain how it affects individuals who use substances. - Identify myths and misconceptions about substance use. - Recognize different types of stigma (structural, social, and self-stigma) and describe how they can influence a person's choices, relationships, and access to help. - Demonstrate the use of non-stigmatizing, person-first language when discussing substance use and addiction. - Reflect on ways to reduce stigma and promote empathy, inclusion, and support for people experiencing substance use challenges. - Engage in respectful and nonjudgmental discussions about substance use. <ul style="list-style-type: none"> - Recognize signs that someone's substance use may be becoming harmful. - Identify barriers that can make it challenging for people to seek help for substance use. - Identify protective factors and facilitators that support help-seeking, recovery, and resilience in youth. - Demonstrate safe, compassionate, and nonjudgmental ways to approach someone you're concerned about and offer support. - Locate and describe youth-friendly local and national resources that provide support for substance use, mental health, or crisis situations. - Engage in respectful and nonjudgmental discussions about substance use.

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

Curriculum Outcomes	Learning Activities	Learning Activity Objectives
<p>Drug Education</p> <ul style="list-style-type: none"> - Describe how substances can affect the five components of health and well-being (mental, physical, emotional, spiritual, and social health). - Analyze the connections between mental health and substance use, including how one can influence or impact the other. - Identify and apply personal self-care strategies that promote resilience, well-being, and harm reduction. - Evaluate the role of support systems (family, friends, community) in maintaining mental health and reducing risks related to substance use. - Demonstrate decision-making and goal-setting skills that support mental health, well-being, and safer choices. <p>Emotional and Social Well-being</p> <ul style="list-style-type: none"> - Demonstrate knowledge, skills, and behaviours related to health-related decision making. <p>Technology and Communications</p> <ul style="list-style-type: none"> - Utilize information technology to access, present, and communicate information on substance use. <p>Environmental Health and Safety</p> <ul style="list-style-type: none"> - Demonstrate skills and behaviours which enhance personal safety, the safety of others, and the protection of the environment. 	<p>LA1: The Mental Health and Substance Use Connection</p>	<ul style="list-style-type: none"> - Explain how the five dimensions of health are interconnected and influence overall well-being. - Identify and discuss the short-term, long-term, and social effects of substance use on mental health. - Analyze the connection between cannabis and mental health using real-world examples. - Recognize risk and protective factors related to substance use and mental health. - Collaborate respectfully with peers. - Demonstrate understanding and empathy by engaging in respectful, stigma-free discussions and reflections about mental health and substance use.
	<p>LA2: Self-Medicating</p>	<ul style="list-style-type: none"> - Define "self-medicating" and describe how it relates to mental health. - Discuss the short- and long-term risks of using substances to self-medicate. - Analyze lived experiences to identify risk and protective factors that influence substance-use decisions. - Describe how substances (e.g., alcohol) can affect the developing brain and mental health. - Develop a peer message that promotes awareness, reduces stigma, and encourages healthy coping and help-seeking. - Collaborate respectfully with peers. - Demonstrate understanding and empathy by engaging in respectful, stigma-free discussions and reflections about mental health and substance use.
	<p>LA3: Self Care and Support Systems</p>	<ul style="list-style-type: none"> - Apply the FACE decision-making model to examine responses to stress and identify effective ways to cope and seek support. - Recognize the difference between positive and negative stress and describe self-care practices that promote balance and well-being. - Develop a self-care or social-prescribing plan that supports individual and peer well-being. - Create a personalized Mental Health & Wellness Toolkit that identifies coping strategies, support networks, and realistic mental-health goals. - Use critical thinking skills to make decisions and problem-solve. - Demonstrate positive communication skills. - Collaborate respectfully with peers.