Student Name: _____

Substance Use and Health

Group 1: TJ

TJ is supposed to take their medication, sertraline, every day. They were prescribed it by their physician to treat anxiety and depression. They never remember to take their medication unless their older sister reminds them. On average, TJ takes 3 doses per week.
How could this affect their health? What could they do to help them remember to take their meds?

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Group 2: Lyndsay

Lyndsay has been partying every weekend for the past few months. She usually goes to a house party where she drinks alcohol and uses cocaine.
How does mixing substances affect her health?

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Student Name: _____

Group 3: Ramses

Ramses wants to bulk up because all his buddies call him skinny. He bought steroids from a person he met at the community gym.
How could anabolic steroids affect his health?

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Group 4: Shelby

a) Shelby just found out she was pregnant and is excited to become a parent. She currently smokes at least a half pack of cigarettes per day and binge drinks alcohol every weekend.
How can smoking cigarettes and drinking alcohol affect the health of her baby?

b) A few weeks into her pregnancy, she begins experiencing morning sickness. Her sister told her that she smoked weed (cannabis) to deal with nausea during her pregnancy.
Is this a good idea? Why or why not?

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Student Name: _____

Group 5: Ali

Ali is suffering from a concussion after a bad fall he had while skateboarding. His friends invited him to a field party where they will be drinking alcohol and try to find other drugs to bring with them.
How can alcohol and other substances affect his brain health?

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Student Name: _____

Group 6: Malachy

Malachy has Type 1 Diabetes and he uses insulin to control his blood sugar. The last time he had an appointment with his doctor, he was told to always bring candy or something sugary with him if he was drinking alcohol.
He knows that it is a good idea for him to always carry some carbohydrates with him but why specifically when he is drinking?

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Group 7: Mimi

Mimi is worried she will not fit into her prom dress she bought a few months ago. Her friend suggested trying cocaine, claiming it could help her fit into the dress.. How can cocaine affect Mimi's health?

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Student Name: _____

Group 8: Alex

Alex is getting ready to go to a party with some older friends. One of them offers them a homemade drink made with vodka and an energy drink. Alex remembers hearing something about mixing alcohol and caffeine being dangerous, but their friend tells them it'll be fine and that it'll help them stay awake and party for longer. Why is it risky to mix alcohol and caffeine like this?

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Exploration Part 2: Lived Experience Spotlight

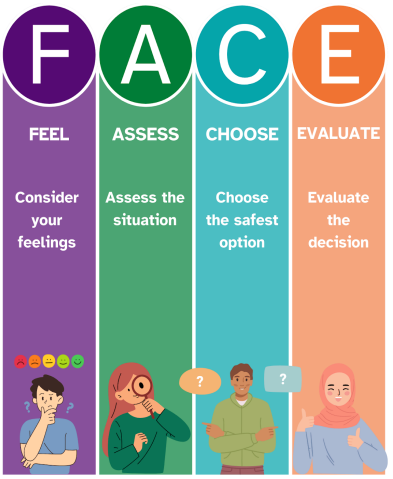
Hilary Dagg's Story:

One Small Decision: How a Normal Night Changed Everything

Student Instructions: Throughout these lessons, you'll hear real stories from people who have personal experiences related to substance use. These stories are shared in their own words and offer insight into how substance use can affect people's decisions, experiences, and lives. As you listen, approach each story with empathy, respect, and an open mind. Avoid making assumptions or judging others based on their experiences. Remember that everyone's experiences are unique, and it is important to discuss them using respectful, non-stigmatizing language.

Watch Hilary's story as a class. As you listen, think about the different factors that influenced her decision to take the shortcut home. Consider what may have affected her decision-making in that moment and how she could have used the FACE decision-making model to navigate the situation.

After the video, your teacher will lead a class discussion using the questions provided.



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How do you think Hilary FACED the situation?

FEEL

1. What feelings may have influenced Hilary's decision to separate herself from the group?

2. What feelings may have influenced Hilary's decision to take the shortcut?

ASSESS

3. What factors may have influenced Hilary's decision to take the shortcut?

4. What other choices could Hilary have considered before taking the shortcut?

5. What risks could Hilary have considered, and how might alcohol have affected her ability to recognize them?

CHOOSE

6. What would be a safer choice in this situation considering the alternatives?"

7. What actions could Hilary's friends have taken to prevent or reduce the harm experienced in this situation?

EVALUATE

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8. Looking back, what might Hilary have done differently at any point earlier in the evening, before she decided to take the shortcut?

9. What choices did Hilary make throughout the evening to try to keep herself safe?

10. What can we learn from Hilary's story about how alcohol and other factors can influence decision-making?

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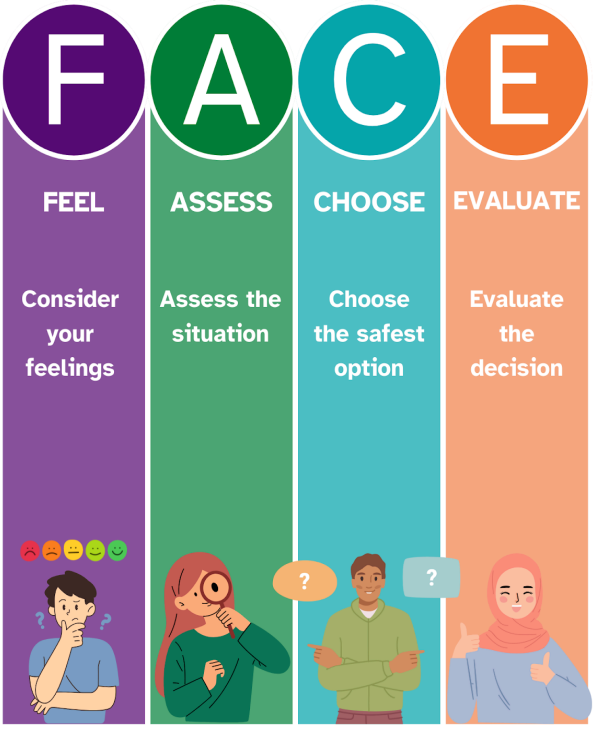
FACE Scenarios

Scenario 1: Lola - A Dangerous Mix

A couple nights after Lola began taking new prescription medications for her anxiety and depression, she went to a house party and had a few coolers. She cannot remember much the next morning, but her best friend finally told her that she was acting very “sloppy” and not herself. Lola is feeling embarrassed and does not want to go back to school Monday morning.



How should Lola FACE this situation?

FEEL:

1. How do you think Lola was feeling when she couldn’t remember what happened at the party?

2. How do you think Lola felt when her friends told her how she was acting?

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Student Name: _____

ASSESS:

3. Why do you think Lola got more drunk than she usually does during this party?

CHOOSE:

4. Lola is nervous about going to school on Monday morning. What are some healthy ways she can manage this nervousness?

EVALUATE:

5. What do you think Lola can learn from this experience?

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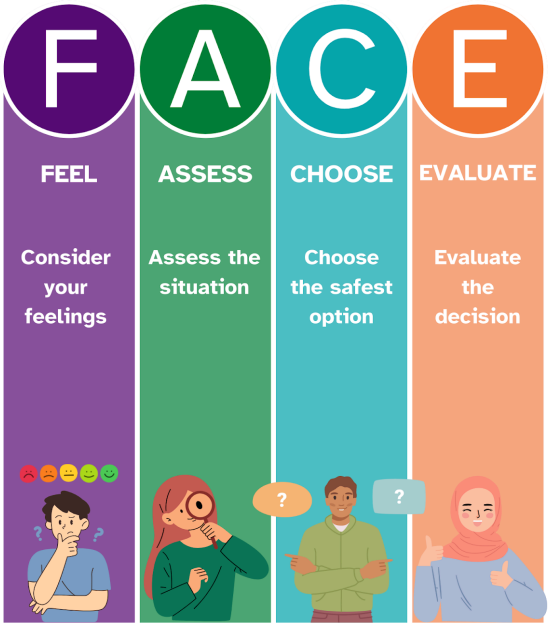
Student Name: _____

FACE Scenarios

Scenario 2: PK - A Risky Ride

PK went to a field party with a group of classmates. His classmates weren't drinking, so one of them borrowed their parents' car to drive them there and back. Since PK didn't drive and he knows he has a ride home, he has a few drinks. On the way home, the classmate who is driving lights up a joint.



How should PK FACE this situation?

FEEL:

1. How do you think PK is feeling in this situation?

ASSESS:

2. What are PK's choices?

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Student Name: _____

3. What are the effects of cannabis on driving?

CHOOSE:

4. What are the next steps that PK can take to make sure he gets home safely?

EVALUATE:

5. What do you think PK can learn from this situation?

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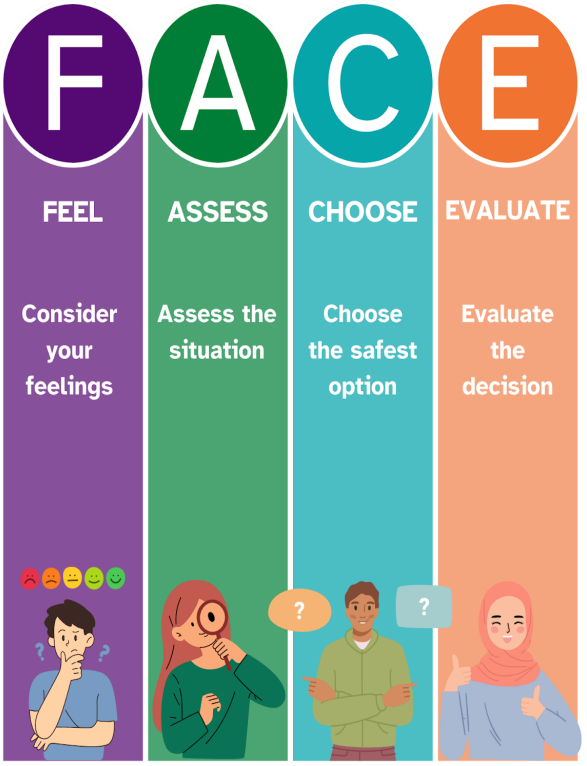
Student Name: _____

FACE Scenarios

Scenario 3: Kai - Crossing the Line

This is Kai's first time making his high school hockey team. The Grade 12s on the team are bragging that they haven't lost this tournament in two years, so they cannot lose this year. Kai is a team player, and he wants to do whatever he can to contribute to his team. They make it to the championship game, and before the game, one of the senior players hands Kai a baggie of cocaine and tells him to go to the bathroom stall and snort some. Kai has never used cocaine before, and he doesn't want to try it right now, but he also doesn't want to let down the team.



How should Kai FACE this situation?

FEEL:

1. How do you think Kai is feeling in this situation?

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Student Name: _____

ASSESS:

2. What are some of the consequences of the team using cocaine at a school tournament?

3. Kai already drank an energy drink before coming to the arena to get ready for the game. How could this affect his choice?

CHOOSE:

4. What are Kai's possible choices?

EVALUATE:

5. How do you think Kai can prepare himself for situations like this one in the future?

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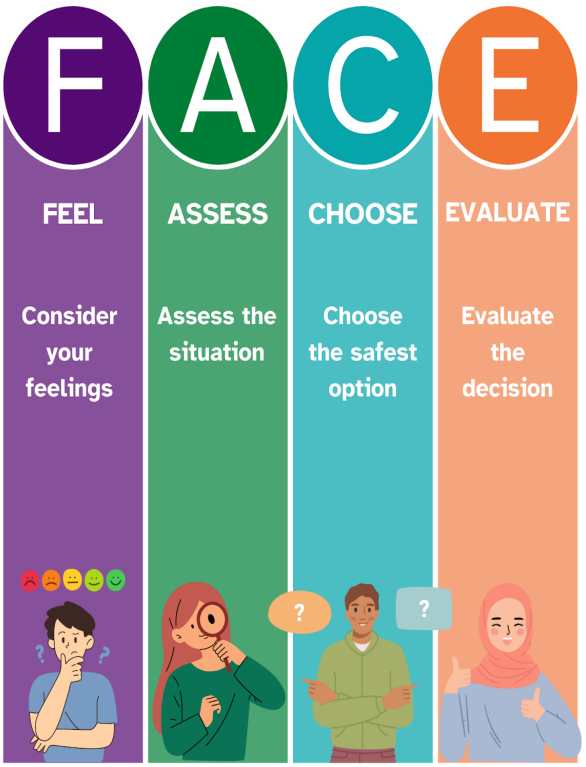
Student Name: _____

FACE Scenarios

Scenario 4: Xavier - The Cost of Saying No

Xavier has been taking ADHD medication ever since he was in elementary school. Nobody in his class ever bothered him about them before, but this year, a couple of kids in his biology class keep asking him to give them a couple of his pills. There are a few reasons why Xavier doesn't want to give them his medication, but he usually just tells them no because this prescription medication is really expensive. Today they told him that they would give him money for a couple pills.



How should Xavier FACE this situation?

FEEL:

1. How do you think Xavier is feeling in this situation?

ASSESS:

2. Besides the price of the medication, what are some other potential reasons why Xavier doesn't want to give his classmates this medication?

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Student Name: _____

CHOOSE:

3. What can Xavier tell his classmates since he doesn't want to give them the medication?

EVALUATE:

4. What could Xavier do in the future to avoid this situation?

5. If Xavier decided to sell them a couple pills so they would stop bothering him. What could some of the consequences be for this decision?

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Student Name: _____

Sharing and Reflection: Effects of Substance Use

Instructions: Choose one substance you learned about (alcohol, cannabis, nicotine, prescription meds, etc.) and respond to the following prompts:

1. What are some short-term and long-term effects of this substance on health and well-being? Consider all aspects of health and wellness (mental, physical, emotional, spiritual, and social).

2. How might using, or not using, this substance impact your goals, relationships, or daily life?

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3. Why does the dose of the substance matter?

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Student Name: _____

Harm Reduction Myth Busters

- Get into your assigned group. You will be able to choose or be given a harm reduction myth to research. Options:
  - "Harm reduction encourages drug use."
  - "Needle exchange programs increase crime."
  - "People who use drugs don't want help."
  - "Naloxone gives people a reason to use drugs."
  - "Only people with addiction benefit from harm reduction."
  - "Teens don't need to learn about harm reduction."
  - "One drink is always the same, no matter what you're drinking."
  - "Vaping is less addictive than smoking."
  - "Cocaine is safe if you only use it at parties."
  - "Cannabis is safe because it's a natural drug."

- Spend 25–30 minutes researching your myth using credible sources (e.g., DECYDE resources, government websites, or health organizations).

- Create a short resource (poster, infographic, slides) that includes:
  - The myth
  - The truth
  - Supporting facts (with evidence)
  - A visual element (picture, graphic, or design)

You may use any form to create your resource, such as paper, Google Slides, or Canva.

- Share your work according to the teacher instructions:
  - Option A: Display your resource in the classroom. Rotate around the room, review other groups' work, and add sticky notes with questions or comments.
  - Option B: Present your myth and findings to the class.

- After reviewing your classmates' myths, respond to the following questions:
  - What is one myth you used to believe or found surprising?

  - What's one new thing about harm reduction you would share with a friend?

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Harm Reduction Situations

Student Instructions:

For each situation, identify at least **two harm reduction strategies** that could help someone stay safer and reduce potential risks. Use the Harm Reduction Infographic and the Substance Snapshots as guides to support your answers.

Situation 1: Katjuk has been smoking weed (cannabis) daily for the past year. Most mornings, they smoke a joint. But they've noticed that once they do, they usually end up skipping school. Katjuk isn't ready to quit entirely, but graduating is really important to them. What harm reduction strategies could help Katjuk stay on track with school while still managing their cannabis use?
Harm Reduction Strategies:

Situation 2: Gavin drinks heavily at parties on the weekends. He often blacks out and forgets parts of the night. A few times, he's done embarrassing things while drunk, like throwing up in a friend's car or saying mean things to his friends. At first, his friends laughed it off, but now they've started to avoid hanging out with him when he drinks like that. Gavin doesn't want to stop drinking completely, but he's starting to worry about how it's affecting his friendships. What harm reduction strategies could help Gavin avoid these embarrassing situations and hang out with his friends?
Harm Reduction Strategies:

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Situation 3: Jessie recently started vaping nicotine at school because she heard it might help her manage stress. She's new to the school and hasn't made many friends yet, so she's feeling a lot of pressure to fit in. Vaping helps her feel more relaxed during the day, but she knows the school has a strict no-vaping policy. Jessie is worried about getting caught and facing consequences, especially since she's trying to make a good impression. She's thinking about quitting but is unsure how to manage her stress without it.

What harm reduction strategies could help Jessie reduce the risks while she works on coping with stress in other ways?

Harm Reduction Strategies:

Situation 4: Leo goes to parties a few times a month with his friends. At these parties, he usually takes molly (e.g., MDMA, ecstasy) because he likes how it makes him feel, and he often drinks alcohol at the same time. At a recent party, he became very overheated, nauseous, and disoriented. These symptoms scared him. He wants to keep having fun but is starting to think about ways to stay safer at parties.

What harm reduction strategies could help Leo lower the risks when using substances at parties?

Harm Reduction Strategies:

Situation 5: Harper sometimes uses cocaine at parties and usually snorts it. At a recent party, they were hanging out with a group of older teens who were injecting cocaine. They told Harper that injecting gives a stronger "high" and encouraged them to try it, saying it was "better" than snorting. Harper felt tempted but also unsure, because they had never considered injecting before. It made Harper uneasy, and they began to think more about the possible risks of injecting cocaine.

What harm reduction strategies could help Harper stay safer when using cocaine?

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Student Name: _____

Harm Reduction Strategies:

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Student Name: _____

Sharing & Reflection: Harm Reduction Community Resource

INSTRUCTIONS: Choose one of the ideas below—or come up with your own—and design a harm reduction tool that could be used by people in your school or community. Your resource can take any form, such as a poster, video, cartoon, poem, article, skit, or digital tool.

Possible ideas include:

- Create a technique or tool to help protect drinks at a party.
- Write a proposal convincing the provincial government to provide naloxone kits and training to all high school students.
- Design a “harm reduction kit” for youth in your area who may be using substances (may include items related to sexual health, overdose response, and emergency contacts).
- Develop an app (or prototype) to help people track their medication use, alcohol intake, or overall wellness.
- Design a safe consumption site (physical space or online/virtual model).

Get creative with your resources! Once finished, you will either:

1. Present your resource to the class, **OR**
2. Display it around the room for others to view

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Emergency Response Stations

In this activity, students will explore 4 different emergency response stations. Instructions for each activity are found throughout this document.

Station	Page	Completed
Station 1: Recognizing Overdose Symptoms	2-3	☐
Station 2: Recovery Position Video Challenge	4	☐
Station 3: Eva's Story - Looking Out for a Friend	5-7	☐
Station 4: Red Flag Challenge	8-9	☐

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Station 1: Recognizing Overdose Symptoms

What Happened Here?

- Read the following situations. Using the Overconsumption Infographic, identify the following:
  - The key symptoms
  - What substance is likely involved?
  - Rate the severity and provide rationale (Red = life-threatening; Yellow = needs help; Green = non-emergency)
  - What action should you take?

Situation 1: Liam is Not Responding
Liam is slumped over on a couch at a party. His lips are blue, his breathing is very slow, and he doesn't respond when his name is called or when shaken.

- Key Symptoms:
- Likely Substance or Substance Category:
- Severity:
- Action:

Situation 2: Maya at a Field Party
Maya has been at a field party for a few hours. She started vomiting, is slurring her speech, and keeps drifting in and out of consciousness. Her skin feels cold.

- Key Symptoms:
- Likely Substance or Substance Category:
- Severity:
- Action:

Situation 3: Aiden After the Game
Aiden is celebrating a playoff win with his hockey team. One of his buddies offers him some drugs he had never taken before. After trying it, Aiden starts talking rapidly, sweating, pacing, and seems extremely agitated. Suddenly, he clutches his chest and collapses.

- Key Symptoms:
- Likely Substance or Substance Category:
- Severity:
- Action:

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Situation 4: Taylor's Test Nerves
Taylor is nervous for an upcoming text, and so their friend offers them to take an anxiety pill, which Taylor accepts. After taking the pill, Taylor seem dizzy and disoriented, with slow reflexes. They fall asleep and can't be woken easily.

- Key Symptoms:
- Likely Substance or Substance Category:
- Severity:
- Action:

Situation 5: Jordan at the Park
Jordan took something at a party and is now pacing around the park. She seems terrified, saying she see things that aren't there. She is panicking, shouting, and trying to run into the street. Jordan is also very sweaty, hasn't had water in hours, and looks lightheaded.

- Key Symptoms:
- Likely Substance or Substance Category:
- Severity:
- Action:

Situation 6: Emma Has a Brownie
Emma ate some homemade brownies at a friend's house. An hour later, she feels dizzy and nauseous. Her heart is racing, she looks pale and sweaty, and she says she thinks she's "going to die."

- Key Symptoms:
- Likely Substance or Substance Category:
- Severity
- Action:

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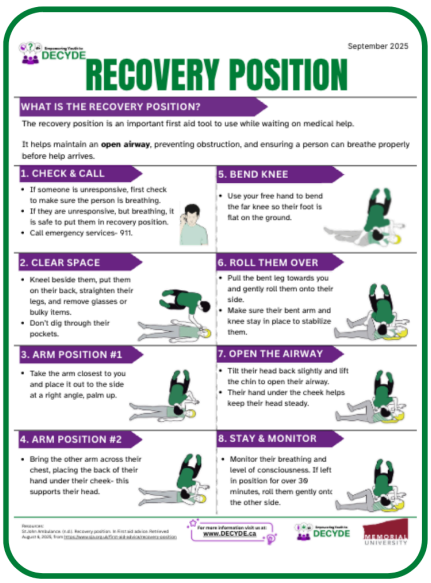
Station 2: Recovery Position Video Challenge

There are times when a person will use too much of a substance and will pass out and become unconscious. Always place them in the recovery position to keep them safe.

Activity Instructions:

1. **Watch:** Watch the following video on how to put someone in the Recovery Position: [The Recovery Position - How To: One Minute Demos]



September 2025

RECOVERY POSITION

WHAT IS THE RECOVERY POSITION?

The recovery position is an important first aid tool to use while waiting on medical help.

It helps maintain an **open airway**, preventing obstruction, and ensuring a person can breathe properly before help arrives.

1. CHECK & CALL
- If someone is unresponsive, first check to make sure the person is breathing.
- If they are unresponsive, but breathing, it is safe to put them in recovery position.
- Call emergency services- 911.

2. CLEAR SPACE
- Kneel beside them, put them on their back, straighten their legs, and remove glasses or bulky items.
- Don't dig through their pockets.

3. ARM POSITION #1
- Take the arm closest to you and place it out to the side at a right angle, palm up.

4. ARM POSITION #2
- Bring the other arm across their chest, placing the back of their hand under their cheek- this supports their head.

5. BEND KNEE
- Use your free hand to bend the far knee so their foot is flat on the ground.

6. ROLL THEM OVER
- Pull the bent leg towards you and gently roll them onto their side.
- Make sure their bent arm and knee stay in place to stabilize them.

7. OPEN THE AIRWAY
- Tilt their head back slightly and lift the chin to open their airway.
- Their hand under the cheek helps keep their head steady.

8. STAY & MONITOR
- Monitor their breathing and level of consciousness. If left in position for over 30 minutes, roll them gently onto the other side.

Resources:
St.John Ambulance. (n.d). Recovery position. In First aid advice. Retrieved August 6, 2025, from https://www.sjcanada.ca/first-aid-advice/recovery-position

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2. **Review the Infographic:** Use the [Responding in Substance-Related Emergencies Infographic] to review the key steps of putting someone in the recovery position.

3. **Practice:** Take a few minutes with your group to practice the Recovery Position.

4. **Create your own 30-60 second video:** Work together to make a video teaching others how to use the Recovery Position to save a life.

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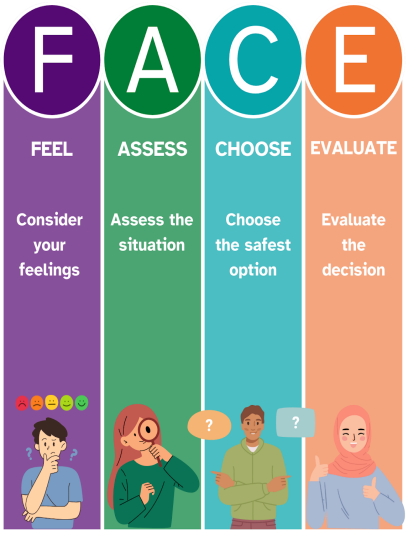
Station 3: Eva's Story: Looking Out For a Friend

INSTRUCTIONS: Read the following scenario and respond to the questions. This story was shared by a youth about their own experience at a high school party. The story is told from their perspective, using their own words, to give you real insight into the choices and challenges they faced.

Use the FACE Decision-Making Model and the Factors Influencing Decision-Making Infographics to help guide your answers.



When I was in grade 11 a few of my friends and I attended a New Year's Eve party with kids from a different high school. My friend Yasmeen's boyfriend was from another high school and he was the one who invited us to go.

There were probably about 60 people at the party and no parents were home. There was mostly drinking going on and some vaping, too. Some people had coolers or beer but there was a lot of straight liquor. I remember seeing people drinking vodka straight out of the bottle. I only drank coolers.

We all didn't stay together the whole night and it was several hours later when I saw Yasmeen. She looked really drunk. She was on the couch half asleep and was slurring her words. Her boyfriend was with her trying to feed her bread to sober her up. Someone helped her upstairs and when I went to check on her again she was in the bathtub, and her boyfriend was trying to get her to drink water. I went to get my friends as I knew we needed to get her home. The ride we initially had planned was with my friend Sue's mom, but Sue didn't want to call her mom because she knew her mom would not be OK with the situation.. Yasmeen didn't want to call her mom because she knew she would be mad. Her mom didn't know she went to a party. I ended up calling my mom because she told me that if anything were to happen to call me and she would pick up me and my friends.

We helped Yasmeen get back down the stairs and stayed with her until my mom came. When my mom arrived, she asked my friend to call Yasmeen's mom to make sure she would be home before she drove Yasmeen home.

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When my mom tried to help Yasmeen out of the house she fell down in the snow. Another parent who was picking up their child helped get Yasmeen up and into the vehicle.

After that night, Yasmeen wasn't allowed to do anything. She could go to school and hang out with her friends, but she wasn't allowed to go to parties or sleepovers. Her mom blamed us for getting her drunk and giving her straight alcohol, but I was only drinking coolers! She was the one who didn't tell her mom where she was going, and it was her boyfriend that was giving her vodka. I just hate how much blame we got from her mom when I'm the one that called my mom to get her home safely.

Yasmeen got made fun of a lot for getting so drunk, especially when she went back to school after the holidays. I felt bad that she drank too much and people were making fun of her. I didn't see her very often outside of school because she wasn't allowed to do much and her mom wouldn't let her hang out with us.

I didn't get in trouble with my mother. She was relieved that I called when a friend was in trouble. We talked a lot about safe drinking so I could understand the difference between straight liquor and mixed drinks. When I went to other parties in the future I always drank mixed drinks, as I didn't want to end up like Yasmeen did. My mom always reminded me before going to a party that I could call home and she would come get me, which made me feel safer.

FACE Questions:

FEEL

1. How do you think Eva felt when she noticed Yasmeen was in trouble at the party?

ASSESS

2. What are the signs that told Eva something wasn't right?

3. What options did Eva have at the time?

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CHOOSE

4. What choice did Eva make, and what were the results?

5. What factors might have influenced Eva to make her decision?

EVALUATE

6. How did Eva's decision to help Yasmeen affect both her friend's safety and their friendship?

7. What could Eva and her friends have done differently?

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Station 4: Red Flag Challenge

Instructions: Based on what you have learned about harm reduction and responding in emergencies, point out the red flags in the following situations.

Situation 1:
Jasmine is at a party with her friends. She's been drinking alcohol and then takes a couple of mystery pills that someone says are "just Molly." She says she feels weird and goes to lie down in a back room — alone.

Red Flags:

Situation 2:
After a concert, Taylor finds someone passed out on the sidewalk near the venue. They check if the person is breathing and then walk away because they "don't want to get involved or get in trouble."

Red Flags:

Situation 3:
Riley and Sam take a benzodiazepine Xanax and alcohol together at a party. Riley seems super out of it, so Sam brings them to the car and lets them "sleep it off" in the back seat while heading back inside to party.

Red Flags:

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Situation 4:
A group of friends is hanging out for a sleepover. One of them brings THC gummies from a sketchy online seller. They all take one, but Liam decides to take more because he “doesn’t feel anything yet.” When he starts vomiting and acting really confused, the others just let him sleep it off.

Red Flags:

Situation 5:
Ethan is experimenting with a new vape pen that he bought online. It’s supposed to have a cannabis concentrate, but the label is in another language. He decides to try it at home while his parents are out and doesn’t tell anyone he’s using it.

Red Flags:

Situation 2:
Noah is at a house party when someone he doesn’t know well offers him a pill, saying it will “make the night more fun.” He’s been drinking already and, not wanting to seem boring, takes the pill without asking what it is. A short while later, he feels overheated and dizzy, his heart is racing, and he’s struggling to stay on his feet.

Red Flags:

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Naloxone Training

Student Instructions:

1. Watch & Discuss

As a class, watch the following DECYDE videos on administering naloxone:

1. When to Use Naloxone (3:24) discusses recognizing overdose signs and the appropriate moments to administer naloxone
2. Injectable Naloxone (2:09) demonstrates how to administer naloxone via injection.
3. Nasal Naloxone (1:26) shows how to use the nasal spray version of naloxone

2. Review the SAVE ME Approach

Review the SAVE ME Approach on page 2 of the DECYDE Naloxone Infographic, including the steps of the Recovery Position.

3. Role-Play Situations

Through role-playing, you will practice responding to different overdose scenarios using the SAVE ME Overdose Response.
Get into small groups. Each member of the group will take on one of the following roles:

1. Naloxone responder
2. Victim (acting), and
3. Observer/reflection partner (there can be one or more observers).

Rotate roles to ensure everyone practices each role. You may select one of the following situations to role-play, or come up with your own situation to act out!

Situation 1: Party in the Basement

You're at a friend's birthday party in their basement. You notice one of your friends from school is slumped against the wall, eyes half-open but not responding when you talk to them. Their breathing is slow and uneven. A friend says they "just had a couple drinks," but you think they might have taken something else instead. You brought naloxone nasal spray with you in your bag. How do you respond?

Situation 2: Skate Park

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You and your friends are hanging out at the skatepark. You see someone you recognize from school collapse while sitting against the wall. They are barely breathing. You find a nasal spray naloxone kit in the park's first aid box. How do you respond?

Situation 3: Field Party

You are at an outdoor party, and see someone is lying on the grass, breathing very slowly. Friends think they're "just passed out" but you notice they feel cold to the touch and they don't respond when shouting at them. You're not sure what they have taken, but someone nearby has a naloxone kit. How do you respond?

Situation 4: Sports Field

After school, you're walking past the bleachers and see a student slouched over, not reacting when you call their name or shake them. They are pale and limp, and their breathing is shallow. You remember there's a naloxone kit in the gym office. How do you respond?

4. Reflect & Reinforce

As a class, discuss the following questions:

1. What challenges did you face while role-playing?
2. How might the Good Samaritan Act influence your willingness to help?
3. How did acting out these situations make you feel?

Naloxone Training Course option

More comprehensive Naloxone training is available online if you are interested:

- Naloxone 101 Training Course: https://towardtheheart.com/naloxone-course
- Refresher Naloxone Training: https://www.naloxonetraining.com/training
- Simulation- Opioid Overdose Response Training free course open to public: https://www.camh.ca/en/education/simulation-centre

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Sharing & Reflection: Naloxone Training

INSTRUCTIONS: Reflect on the naloxone training you just completed by answering the following questions:

1. Now that you have done naloxone training, do you think naloxone kits should be widely available? Justify/explain your answer.

2. Where can you find naloxone kits at your school?

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3. Should all students have access to naloxone kits in school?

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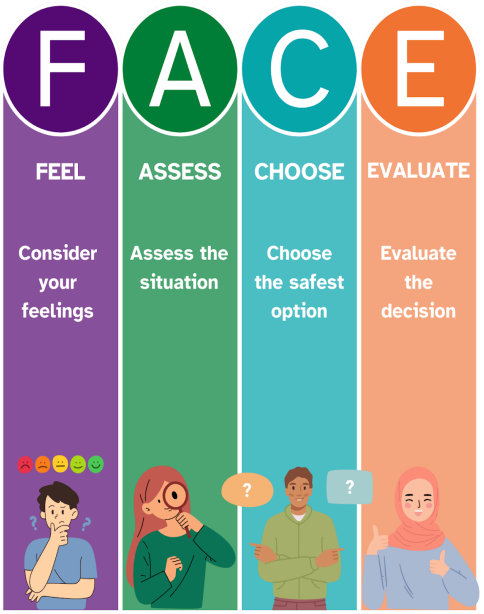
Pax and Zara: Different Choices, Different Outcomes

PART 1

Pax, a grade 10 student, has an older sister, Zara, who is in grade 12 at the same school. Pax and Zara have usually been pretty close; however, Zara has made new friends recently and has been spending more time with them. Their parents have a lot of trust in them, so they haven't noticed that Zara has been coming home stoned on weeknights and partying almost every weekend. She's been missing a lot of school and her grades are slipping, and she told Pax that she doesn't know if she'll have good enough grades to get into the program at the local college she was planning to attend.

Pax is worried about his sister and wants to tell his parents about his concerns, but he knows he may cause problems between himself and Zara if he does.

How should Pax FACE this situation?



FEEL:

1. Describe how Pax is feeling in this situation.

2. Why do you think he's feeling this way?

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ASSESS:

3. Who could Pax talk to about this situation?

4. What are the pros and cons of telling his parents about the concerns he has about his sister?

CHOOSE:

5. What should Pax do in this situation? Why?

EVALUATE:

6. Sometimes it can be challenging to have difficult conversations about a person's substance use. What are some ways you can respectfully have these conversations without hurting others?

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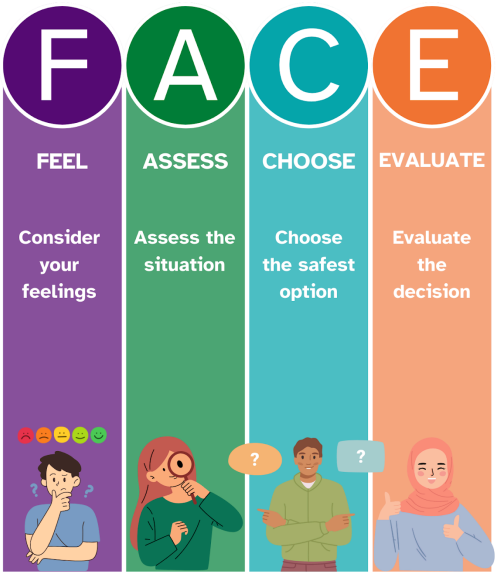
Pax and Zara: Different Choices, Different Outcomes

PART 2A

Pax spoke to Zara about his concerns, and she assured him that she was doing ok. Even though he was really worried about Zara, Pax decided not to tell his parents how concerned he was about how substance use and partying were affecting her. One Saturday night, their mom received a phone call that Zara had been admitted to the hospital because she accidentally overdosed on opioids. Luckily, one of her friends carried a naloxone kit, so they used that on her while they waited for the ambulance. After a very scary night at the hospital, the staff told Zara's family that she would be ok.

How should Pax FACE this situation?



FEEL:

1. How do you think Pax felt when he heard his sister had overdosed?

ASSESS:

2. Do you think Pax would have chosen not to tell his parents if he knew what would happen to his sister?

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CHOOSE:

3. What could have been done to potentially avoid this situation?

EVALUATE:

4. What do you think Pax learned from this experience?

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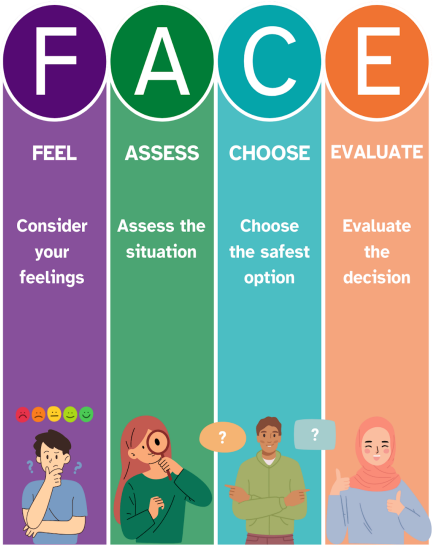
Pax and Zara: Different Choices, Different Outcomes

PART 2B

Pax was so worried about Zara that he decided to tell his parents that he was concerned about how his sister's partying and substance use was affecting her. Their parents approached Zara and talked to her, and she admitted that she was using cannabis daily and using different substances on the weekends at parties with her friends. She had missed a bunch of school and her grades were dropping. Their parents were concerned about her, so they decided to keep a closer watch on where she was going and who she was hanging out with. After her parents found out, Zara stopped smoking cannabis and only went to a couple parties the rest of the school year. Zara also improved her grades and will be attending college in September. Even though Pax thought he did a good thing, it's been a couple months since Zara has spent any time with him and they have a very strained relationship.



How should Pax FACE this situation?

FEEL:

1. How do you think Pax feels in this situation?

ASSESS:

2. Do you think Pax regrets this decision? Why or why not?

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CHOOSE:

3. Pax's decision to tell his parents about Zara affected their relationship. How can their relationship get back to where it used to be?

EVALUATE:

4. Imagine it's one year later and both siblings are doing well, however, Zara still doesn't confide in Pax or spend any time with him. How do you think Pax feels in this situation? What would you do?

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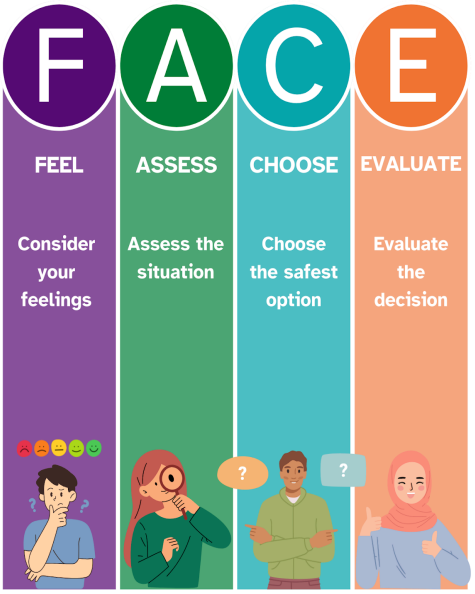
Pax and Zara: Different Choices, Different Outcomes

PART 2C

Pax was so worried about Zara that he decided to tell his parents that he was concerned about how his sister's partying and substance use was affecting her. Their parents became furious and confronted Zara about what Pax told them. Zara admitted that she was using cannabis daily and using different substances on the weekends at parties with her friends. She had missed a bunch of school, and her grades were dropping. After Zara told her parents about what was happening, they forbade her to go out with her friends, threatened to take away her phone, and demanded to search her belongings for any drugs. Even though she was forbidden to spend time with her friends, Zara would sneak out of the house to meet up with them, and Pax still saw Snapchats and Instagram stories of her partying. Even though Pax thought he did a good thing, it's been a couple of months and Zara has become even more distant and will rarely speak with any member of their family.

How should Pax FACE this situation?



FEEL:

1. How do you think Pax feels in this situation?

ASSESS:

2. Do you think Pax regrets this decision? Why or why not?

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Student Name: _____

CHOOSE:

3. Pax's decision to tell his parents about Zara affected their relationship. How can their relationship get back to where it used to be?

EVALUATE:

4. Imagine it's one year later and Zara has moved out of their home and still won't speak to Pax. How would you feel in this situation? What would you do?

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Sharing and Reflection: Party Safety Plan

INSTRUCTIONS: In this activity, you will create a personal party safety plan that you can use when planning an outing with friends.

My Group:

- Who I'm going with: _____
- My Buddy System (check-in friend): _____
- Our Code Word: _____

Transportation:

- How I'm getting there: _____
- How I'm getting home: _____
- Backup option: _____

My Boundaries and Safer Use:

- My personal limits: _____
- How I'll reduce risks if I use (e.g pacing, eating, avoiding mixing, etc):

  _____

Handling Pressure:

- Things I can say or do if I feel pressured: _____

  _____

Emergency Contacts:

- Trusted adult & phone number: _____
- Backup adult/friend & phone: _____
- Local taxi/rideshare: _____

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Staying Safe at the Party:
My top 3 safety goals for tonight: 1. _____ 2. _____ 3. _____

If Something Goes Wrong:
• What I will do if a friend is too intoxicated: _____ _____ • What I will do if I feel unsafe or overwhelmed: _____ _____ • What to say if I need to call emergency services (e.g location, what happened, etc): _____

After the Party:
• Who I will check in with the next day: _____ _____ • How I will reflect on my choices: _____ _____

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