Workbook Preview

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Grade 7 – Health Unit

Substance Use, Addictions and Related Behaviours

	Curriculum Expectations	Pages
D1.2	Demonstrate an understanding of linkages between mental health problems and problematic substance use, as well as between brain development and cannabis use, and identify school and community resources (e.g., trusted adults at school, guidance counsellors, public health services, help lines) that can provide support for mental health concerns	6-67
D2.3		.0
D3.2	Analyse the personal and societal implications of issues related to substance use, addictions, and related behaviours (e.g., effects of technology dependence on school and workplace performance, personal relationships, and physical health; impacts of pornography viewing patterns on relationships; risks associated with vaping and chewing tobacco; effects of second-hand smoke on non-smokers and children; legal and health implications of underage drinking and cannabis use; body damage and reputation loss among athletes as a result of the use of steroids and other performance-enhancing drugs; risk of HIV/AIDS with intravenous drug use; risk of fetal alcohol spectrum disorder [FASD] as a result of alcohol use during pregnancy)	111-152

Preview of 100 pages from this product that contains 204 pages total.

SUBSTANCE USE, ADDICTION, AND RELATED BEHAVIOURS



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The Science of Addiction

Understanding Addiction
Addiction is a complex condition that affects both the body and the mind. When someone is addicted to a substance, like alcohol or drugs, they cannot control their use of it, even if it causes harm. Let's explore how addiction works.



How Does Addiction Start?
Addiction [illegible] when a person uses a substance that provides a pleasurable effect. Over time, thei[illegible]rts to rely on this substance to feel good or normal.

The B[illegible]dic[illegible]
The bra[illegible]ays a [illegible]ddiction. Here are some key points about this connection:

- Pleasure C[illegible]ation: [illegible]es can activate the brain's pleasure centers, releasing chem[illegible]ike d[illegible] makes a person feel good, encouraging them to use the substan[illegible]
- Tolerance Building: Wi[illegible]d us[illegible] gets used to the substance, and the person needs more of it to [illegible]e sa[illegible]g. This is called building tolerance.
- Dependence and Withdrawal: Event[illegible] brai[illegible]body depend on the substance to function normally. If the person [illegible] stop u[illegible] might feel very sick. This is withdrawal.

Psychological Aspects
Addiction isn't just about the physical changes in the b[illegible]o invo[illegible]ychological aspects, such as:

- Stress and Emotions: People might use substances to deal with [illegible]ings, but this can lead to addiction.
- Habits and Behaviours: Using substances can become a habit that's h[illegible] break, especially if the person uses them in certain situations or to cope with specific feelings.

Key Facts to Remember
- Addiction affects both the brain and behaviour.
- It can start with the desire to feel pleasure or escape problems.
- Over time, a person needs more of the substance to feel the same effects.
- Stopping the use of the substance can lead to withdrawal symptoms.
- Addiction is not a choice or a weakness, but a medical condition that needs treatment.

Understanding addiction is the first step in learning how to support those who struggle with it and how to make healthy choices for ourselves.

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Questions Answer the questions below.

1) How does addiction start in the brain?

2) How ca[illegible]nd emotions contribute to addiction?

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Direction Draw an illeg[illegible]on and w[illegible]gal consequences.

True or False Is the statement true or false?

1) Addiction affects only the physical aspect of the brain.	True	False
2) The brain's pleasure centers release dopamine.	True	False
3) Tolerance means needing less substance over time.	True	False
4) Dependence can lead to withdrawal symptoms.	True	False
5) Habits and behaviours play no role in addiction.	True	False

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Read each statement and put a check (✓) in the column that best describes you: Never, Rarely, Sometimes, Usually, or Always. Answer honestly.	Never	Rarely	Sometimes	Usually	Always
1) I understand that addiction is a condition that affects both the brain and behaviour.					
2) I know that repeated use of substances can lead to dependence.					
3) I am aware that substances can activate the brain's pleasure center.					
4) I understand that tolerance means needing more of a substance.					
5) I know that withdrawal symptoms can happen when stopping substance use.					
6) I recognize that addiction is not a choice but a medical condition.					
7) I understand how stress can contribute to substance use.					
8) I am aware that habits can make addiction harder to break.					
9) I can identify ways to cope with stress without using harmful substances.					
10) I understand the risks of using alcohol, drugs, or other addictive substances.					
11) I know that addiction can affect both mental and physical health.					
12) I understand that seeking help is important in overcoming addiction.					
13) I am aware that peer pressure can influence substance use.					
14) I can make healthy choices even when faced with challenges.					
15) I understand the importance of prevention in avoiding addiction.					
16) I can explain how addiction affects daily life and relationships.					
17) I believe people can recover from addiction with proper support.					

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Understanding Mental Health and Substance Use

Connection Between Mental Health and Substance Misuse

Mental health refers to our emotional and psychological well-being. The connection between mental health issues and substance misuse is complicated. Some people may use substances like alcohol or drugs to deal with emotional pain. This can lead to misuse or addiction. Here are some ways mental health and substance misuse are connected:

- Coping Mechanism: People may use substances to cope with mental health issues.
- Worsening Mental Health: Substance misuse can make mental health issues worse.
- Addiction Risks: Mental health problems may increase risk of developing addictions.

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Investigating Coping Mechanisms and Risks

It's important to recognize that not everyone who uses substances has a mental health issue, and not everyone with mental health issues will misuse substances. However, understanding the link between these two issues can help support those who are struggling. Substances might temporarily make someone feel better, but they don't solve the underlying problems. In fact, they often make mental health issues worse in the long run. Seeking help from mental health professionals can help you find much healthier way to deal with these issues.

Healthy Alternatives

There are many healthy ways to cope with mental health issues:

- Talking to a friend or family member
- Engaging in hobbies or activities you enjoy
- Seeking professional help if needed



Understanding the connection between mental health and substance misuse is essential for recognizing the signs and finding healthier ways to cope. By learning about these issues, we can help ourselves and others to lead happier and healthier lives.

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Questions Answer the questions below.

1) How can substance misuse be a coping mechanism for some people?

2) What are some healthy alternatives to cope with mental health issues?

True or False Is the statement true or false?

1) Mental health refers to physical well-being.	True	False
2) Substance misuse can make mental health problems worse.	True	False
3) Everyone with mental health issues will misuse substances.	True	False
4) Substance misuse is always a sign of mental illness.	True	False
5) Addiction risks are lower for those with mental health problems.	True	False

Draw Draw a comic strip that tells a story about someone choosing a healthy coping mechanism over substance misuse.

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Navigating Mental Health Resources

Mental Health Compass

Date: Feb 12, 2026 Author: By: Samira Patel *2-minute read*

In today's world, understanding and addressing mental health and substance use is vital. The maze of life's challenges calls for a guide, and fortunately, we have one in the form of school and community resources. These are designed to support our mental wellness journey, offering a beacon of hope and assistance when we need it most.

Schools are equipped with counselling services and wellness programs, tailored to help students navigate their mental health challenges. It's not just about finding help; it's about learning how to access it, knowing what to expect, and understanding that reaching out is a courageous step. These resources equip students with essential tools for effective mental health management.

Community resources play a crucial role, providing therapy groups, helplines, and more. Familiarizing ourselves with these resources empowers us to take proactive steps towards our well-being and that of those around us. By leveraging these resources, we foster a supportive environment, encouraging growth and healing together. Let's navigate this journey with the compass of knowledge, towards a brighter, healthier future.

Until we meet again,
Samira Patel

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Comments:



Elijah Green, February 13, 2026

Highlighting the importance of mental health resources is crucial. It's comforting to know that support is available both in schools and in the community.

Like Reply 2h ago



Anika Lee, February 12, 2026

The journey towards mental wellness is indeed a collective one. It's vital we spread awareness about these resources to ensure no one feels they have to navigate their struggles alone.

Like Reply 1d ago

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True or False

Is the statement true or false?

1) Mental health resources are unnecessary.	True	False
2) Schools offer counselling and wellness programs.	True	False
3) Asking for help shows weakness.	True	False
4) Community resources include therapy groups.	True	False
5) Seeking support is a courageous step.	True	False

Question

Answer the questions below.

1) What is the purpose of school and community mental health resources?

2) How can students manage their mental health effectively according to the blog post?

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Define

What do the terms below mean?

Mental Health	
Community Mental Health Resources	
School Mental Health Resources	

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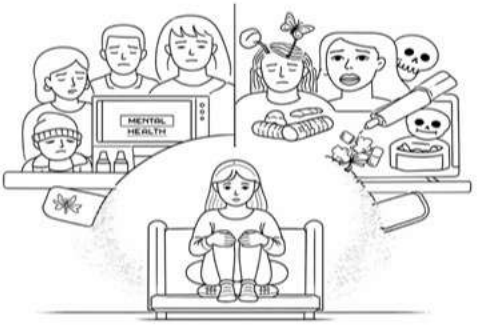
Story: Substance Use and Mental Health in the Media

Media's Mirror on Mental Health

In the bustling town of Mapleview, a Grade 7 student named Leila found herself captivated by the latest teen drama series, "Brighter Days Ahead." The show was a hit among her friends, de[illegible]ing the lives of teenagers navigating the ups and d[illegible] high school, including the challenges of su[illegible]an[illegible]tal health issues.



One evening, w[illegible]g a[illegible]ode where a character struggled silently with anxiety, Leila bega[illegible]ee th[illegible]media portrayal. The show depicted the character's journey towa[illegible]ng hel[illegible]he positive impact of therapy, contrasting with other shows [illegible]see[illegible] topics were either glamorized or stigmatized.

Intrigued, Leila decided to investigate for a sc[illegible]oject[illegible]vered that, according to a study, nearly 60% of teenagers bel[illegible]edia a[illegible] shows significantly influence their understanding of mental he[illegible]su[illegible]us. Yet, only about 20% felt these portrayals were accurate or helpful.

Leila presented her findings, highlighting how media can shape percep[illegible] and behaviours towards mental health and substance use. She argued for the importance of responsible portrayals, emphasizing the need for shows to offer realistic, supportive narratives rather than sensationalizing these issues.

Her presentation sparked a lively discussion among her classmates about the media they consumed and its impact on their views. Leila realized the power of media not just to reflect society but to influence it, advocating for more authentic representations to foster understanding and compassion in real life.

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Questions Answer the questions below.

1) What topic did Leila choose for her school project?

2) What discussion did Leila's presentation spark among her classmates?

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True or False stat... or false?

1) Leila was fascinated by a s... ocu... t...	True	False
2) "Brighter Days Ahead" explores ment... and ...nce use.	True	False
3) Media always portrays mental health accurately.	True	False
4) 60% of teenagers are influenced by media por... s.	True	False
5) 20% of teenagers find media portrayals helpful and ...e ...ue		False

Direction Check (✓) the boxes that show healthy coping strategi... ...h, and leave unchecked those that are unhealthy choices.

❑ Talk to someone you trust	❑ Isolate yourself	❑ Bottle up emotions
❑ Do hobbies	❑ Practise deep breathing	❑ Exercise
❑ Join support groups	❑ Seek professional help	❑ Take anger out on others
❑ Practise mindfulness	❑ Ignore feelings	❑ Use alcohol/drugs
❑ Overwork	❑ Eat healthy meals	❑ Get enough sleep

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Trauma, Mental Health, and Substance Use

Understanding the Connection: Trauma and Mental Health

Traumatic events like accidents, loss, or abuse can leave lasting scars on our minds. These experiences might lead to feelings of sadness, fear, or confusion. Some people may find it hard to deal with these feelings and may develop mental health problems like anxiety or depression. These issues can lead to substance use as people try to cope with their issues.

The Spiral [illegible]stance Use

When [illegible]ful memories or feelings, people may use alcohol or drugs as [illegible]ay to [illegible] can create a dangerous cycle:

Feeling Overwh[illegible]d: [illegible]pain [illegible]e trauma becomes too much.

Seeking Relief: Turn[illegible] sub[illegible]s[illegible]l better.

Temporary Escape: Feelin[illegible]t only [illegible]ort time.

Need for More: Needing more [illegible]sub[illegible] the same relief.

Addiction: Being dependent on the subs[illegible] feel n[illegible]



Coping Strategies and Healing Paths

Healing from trauma and overcoming substance use [illegible]help:

Professional Support: Therapists and counselors can prov[illegible]nce

Talking to Loved Ones: Friends and family can offer support.

Healthy Habits: Engaging in activities you enjoy, eating well, and sleep[illegible]

Avoiding Substances: Staying away from drugs or alcohol, especially when [illegible]eling down.

Community Resources

In many communities, there are places to turn to for help:

Mental Health Services: Professionals trained to help with emotional pain.

Addiction Support Groups: Groups like Alcoholics Anonymous.

School Counselors: They are there to listen and guide.

Trauma can be a complicated and painful journey, but with understanding, support, and the right strategies, healing is possible. Remember that asking for help is a sign of strength.

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True or False

Is the statement true or false?

1) Trauma can lead to anxiety and depression.	True	False
2) Substance use is a healthy way to cope with trauma.	True	False
3) Talking to friends and family can be a coping strategy.	True	False
4) Alcoholics Anonymous is a support group for addiction.	True	False
5) Trauma always leads to substance use.	True	False

Questions

Answer the questions below.

1) What are some dangerous behaviors that may develop from trauma?

2) Name three coping strategies for dealing with trauma.

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Write

Create a personal plan for maintaining mental well-being, including activities that you enjoy and supportive people you can talk to.

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Activity – Break The Cycle

Objective What are we learning about?

Help students understand how trauma can influence mental health and lead to harmful behaviours and identify healthy coping strategies to prevent substance use.

Materials What you need for the activity?

- Worksheet
- Pen or pencil
- (Optional: crayons, markers)



Instructions How will you complete this activity?

1. Carefully read each type of trauma listed in the first column of the table.
2. Think about how that experience can affect a person's thoughts, emotions, and mental health.
3. In the Feelings column, write the possible emotions a person might feel (e.g., sadness, fear, anger, confusion).
4. In the Actions column, describe what a person might do in response to those feelings, including both healthy and unhealthy behaviours.
5. In the Consequences column, explain what could happen as a result of those actions (e.g., problems at home or school, addiction, improved well-being).
6. In the Choices column, write or draw healthy coping strategies that can help break the cycle and avoid substance use (e.g., talking to someone, exercising, seeking help).
7. Use what you learned from the lesson to complete each row thoughtfully and focus on making safe and positive choices.

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Activity – Break The Cycle

Trauma	Feelings (What might a person feel?	Actions (What might they do?)	Consequences (What could happen next?)	Choices (What are healthy ways to respond?)
Family problems (arguing, separation)				
Losing one				
Bullying or being teased				
Academic pressure or failing grades				
Experiencing violence or unsafe situations				
Financial problems at home				
Exposure to substance use at home				
Breakup or friendship conflict				
Online bullying or social media pressure				

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Story: Coping Strategies for Stress

Draw Draw pictures that illustrate the story.

Aarav's Journey to Stress Relief

Once upon a time in a small Canadian town, there lived a Grade 7 student named Aarav. Aa as bright and curious, but like many his age, he sometimes found himself o w ed by stress, especially with school projects and exams.

One day, Aarav f arly nxious about an upcoming science fair. He had heard some older stu king a g substances to manage their stress, but Aarav instinctively knew th for him. He decided to seek advice from his teacher, Ms. Chen, who ays ling and supportive.

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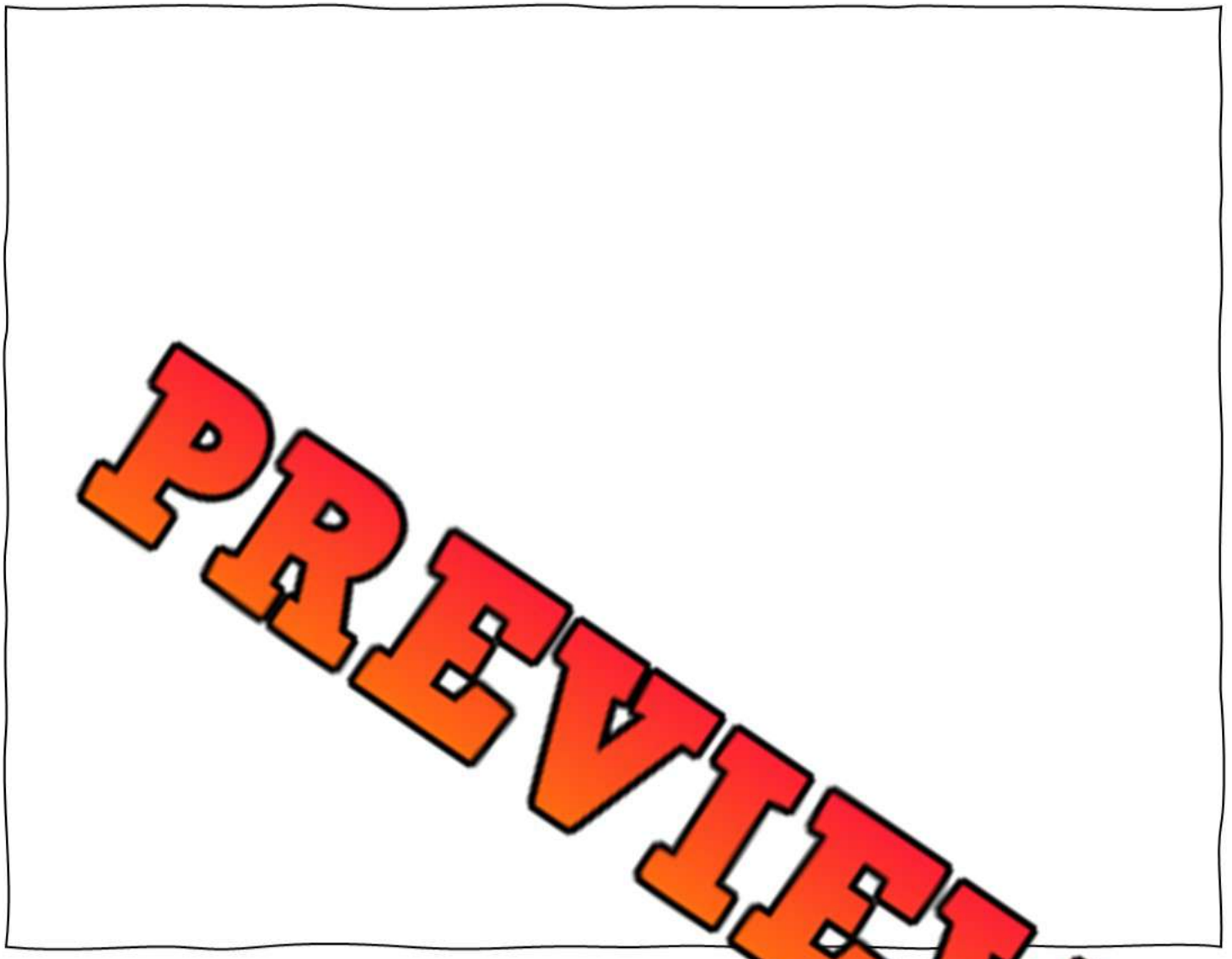

Ms. Chen listened carefully to Aarav's concerns and introduced hi of healthy coping strategies. She explained that stress affects everyone a point, and it's crucial to manage it in ways that are beneficial to our health and well-being. She mentioned that according to a study, nearly 70% of people experience stress that affects their physical and mental health.

The first strategy Ms. Chen suggested was physical activity. "Exercise releases endorphins, which are chemicals in your brain that act as natural painkillers and mood elevators," she explained. Aarav thought about how much better he felt after playing soccer with friends.

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Next, Ms. Chen talked about the power of deep breathing and mindfulness. She taught Aarav a simple breathing exercise: breathe in slowly through your nose, hold it for a count of four, then breathe out slowly through your mouth. "Practicing mindfulness can reduce stress by up to 25%," she added, citing another study.

Another strategy was to keep a journal. "Writing down your thoughts and feelings can help you u[illegible]stand them more clearly, making it easier to find solutions to your problem[illegible]en suggested. Aarav liked the idea of having a private space to expr[illegible]

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Ms. Chen also emphasized the importance of a support network. "Talking to friends, family, or even a counselor can provide you with different perspectives and solutions you might not have considered," she said. Aarav remembered feeling relieved after sharing his worries with his best friend, Layla, last week.

Armed with these new strategies, Aarav approached the final phase of the project with a different mindset. He exercised regularly, took moments to practice deep breathing, monitored his progress and challenges, and leaned on his support network when he needed encouragement.

In the end, not only did Aarav complete his project successfully, but he also learned valuable lessons in managing stress. He realized that coping with stress positively not only improved his project experience but also his overall well-being. Aarav was grateful to Ms. Chen for teaching him these life skills and promised to use them whenever he faced stress in the future, knowing now that he had the tools to navigate life's challenges in a healthy way.

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True or False

Is the statement true or false?

1) Aarav used substances to manage his stress.	True	False
2) Ms. Chen suggested physical activity as a coping strategy.	True	False
3) Deep breathing can't help reduce stress.	True	False
4) Journaling helps in understanding thoughts and feelings better.	True	False
5) Exercise releases chemicals that improve mood.	True	False

Questioning

Write two questions you have about the text.

1)	
2)	

Questions

Answer the questions below.

1) How does physical activity help in managing stress according to the text?

2) What benefit does journaling have on stress management?

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Activity – Charades: Emotions and Coping Strategies

Objective

What are we learning about?



To help students recognize and express various emotions and understand healthy coping strategies through a game of charades.

Material

What you will need for the activity.

- Ca with e coping strategies written on them
- Timer
- Space in th om fo to act out charades

Instructions

How yo ple ivity

1. Prepare cards with a wide range otions ppiness, sadness, anger, fear) and healthy coping strategies (e.g., tal o a f deep breathing, journaling).
2. Divide the class into two teams to encourage g rticipati support.
3. Explain the rules of charades: one student acts out the ord ut speaking, while their team tries to guess the emotion or cop
4. Use a timer to set a limit for each turn (e.g., one minute).
5. Alternate turns between the teams, ensuring each student has a chance to act.
6. After each correct guess, briefly discuss the emotion or coping strategy acted out, emphasizing its importance and when it might be used.
7. Keep the game light and supportive, encouraging students to be respectful and understanding of all emotions and strategies shared.
8. Conclude the activity with a group discussion on the importance of recognizing emotions and employing healthy coping strategies.

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Charade Cards | Cards with emotions and coping strategies.

Deep Breathing - Taking slow, deep breaths to calm the mind and body

Talking to a Friend - Sharing feelings with someone trusted to lighten one's emotional load.

Exercise - [illegible] activity to [illegible] improve [illegible]

Journaling - Writing down thoughts and feelings to [illegible]derstand them more clearly.

Curiosity - A strong desire to know or learn something.

Lone[illegible] - [illegible] Sad [illegible] because one [illegible] no [illegible] com[illegible]

Embarrassment - A feeling of self-consciousness, shame, or awkwardness.

Gratitude - The quality of being thankful; readiness to show appreciation for and to return kindness.

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Charade Cards	Cards with emotions and coping strategies.

Listening to Music - Using music to relax or uplift one's mood.

Reading a Book - Distracting oneself with a good story or information.

Practicing G[illegible]ude - [illegible]g on what one is [illegible] for [illegible] life.

Mindfulness Meditation - Being present in the moment [illegible]educe stress and anxiety.

Engaging in a Hobby - Doing something one enjoys to relax and take a break from stress.

Seek[illegible]rofess[illegible]l Help - Talkin[illegible] c[illegible]ll[illegible]or psychologist [illegible]t and guida[illegible]

Creating Art - Expressing oneself through art to cope with emotions.

Positive Affirmations - Repeating positive statements to oneself to improve self-esteem and confidence.

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Charade Cards | Cards with emotions and coping strategies.

Joy - The feeling of great pleasure and happiness.

Sadness - Feeling down or unhappy.

Anger - A strong feeling of annoyance, displeasure, or hostility.

Surprise - An unexpected event or piece of information.

Fear - An unpleasant emotion caused by the threat of danger, pain, or harm.

Disgust - A feeling of revulsion or strong disapproval caused by something unpleasant or offensive.

Confidence - A feeling of self-assurance arising from an appreciation of one's own abilities or qualities.

Anxiety - A feeling of worry, nervousness, or unease about something with an uncertain outcome.

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Substance Misuse and Family Dynamics

Understanding Addiction's Impact on Families
Substance misuse doesn't only affect the person using drugs or alcohol. It also has significant impacts on their family and community.

Effects on Family and Relationships
- Emotional Strain: Families can experience stress, sadness, and frustration.
- Financial Problems: Money might be spent on substances instead of household needs.
- Trust Issues: Lies or broken promises related to addiction can harm trust within a family.
- Community Impact: Neighbours and friends may also feel the effects, leading to a strained community environment.

Support Strategies for Families
Families dealing with addiction can seek support.
Here are some strategies:
- Family Counselling: Professional help can guide a family through the healing process.
- Support Groups: Connecting with others in the same situation can offer comfort and understanding.
- Educating Themselves: Learning about addiction helps families know what to expect and how to help.
- Healthy Communication: Open and honest talks can rebuild trust and understanding within the family.



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Community's Role in Healing
The community plays a vital role in support. Here's how:
- Local Resources: Community centres might offer counselling or support groups.
- School Support: Teachers and schools can provide additional help for children affected.
- Friendship and Understanding: Neighbours and friends can offer a kind word, a listening ear, or a helping hand.

Substance misuse affects more than just the person struggling with addiction. It has a far-reaching impact on families, relationships, and communities. But with support, understanding, and hard work, healing is possible. If you or someone you know needs help, reach out to a trusted adult or community resource.

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True or False

Is the statement true or false?

1) Addiction only affects the individual.	True	False
2) Support groups can help families.	True	False
3) Communities cannot offer any support.	True	False
4) Money is never a problem in addiction.	True	False
5) Schools [illegible]provide help for affected children.	True	False

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Ques[illegible]

[illegible]wer the questions below.

1) What are so[illegible] add[illegible]n on families and relationships?

2) What are some support strategies for families d[illegible]g wit[illegible]ion?

Explain

Explain the different community roles in healing from substance misuse.

Local Resources	
School Support	
Friends	

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Activity - Substance Misuse and Family Dynamics

Objective

What are we learning about?

Help students understand how substance misuse affects families, relationships, and communities by interviewing a classmate about possible situations, effects, and support strategies.

Materials

What will you need for the activity?

- Notebooks and pens for taking notes
- Interview guide (provided by the teacher)
- Optional: chart paper for sharing responses



Instructions

How will you complete the activity?

1. Begin by reviewing the lesson on how substance misuse affects families, including emotional strain, financial problems, and trust issues.
2. Pair students randomly or allow them to choose partners. Make sure each student understands the purpose of the interview.
3. Provide the interview guide and explain that students should ask thoughtful questions related to family experiences and support.
4. Each student interviews their partner about possible situations where substance misuse may affect a family (e.g., stress, communication problems, financial struggles).
5. Ask questions about the effects on relationships, such as emotions, trust, and family roles, and how these challenges may impact daily life.
6. After the interview, students should discuss and list support strategies, such as seeking help, communication, counselling, and community support.
7. Conclude with a class discussion where students share insights about how families can heal, support each other, and build stronger relationships despite challenges.

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Interview Questions

Introduction Questions
• What do you think substance misuse means? • Have you ever seen or heard how substance use can affect a family?
Family Impact
• How can substance misuse affect relationships within a family? • What emotions might family members feel when someone misuses substances?
Emotional and Social Effects
• How does substance misuse affect trust and communication in a family? • How can it impact a child's or teen's well-being at home?
Financial and Practical Effects
• Do you think substance misuse can affect a family financially? How? • How do you think substance use affects daily activities?
Support and Coping
• What supports are available for families dealing with substance misuse? • How might family members support each other?
Healthy Relationships
• Why is open communication important in a family? • How can families rebuild trust after challenges?

Reflection What did you learn about how substance misuse affects families and how they can overcome these challenges based on your classmates' ideas?

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School and Community Support Resources

Help at Hand: School Resources for Substance Use

In schools, various resources are available to help students and families deal with substance use. Here's how the school can assist:

- Counsellors and Guidance Professionals: Trained staff are on hand to talk, listen, and provide support.
- Educational Programs: Schools often run workshops or classes to educate students about substance use.

Community Care Outside the School

Almost 30% of people living in Canada will experience a mental health or an addiction problem at some point in their lifetime. In the community, several resources can assist those dealing with substance use.

- Help Lines: Confidential phone lines that provide information, 24/7.
- ConnexOntario is a directory of community mental health and addictions services in Ontario. You can call 1-866-531-2600.
- Kids Help Phone: Available 24/7 call 1-800-668-6868. They also have services available by text and online chat. Their professional services are available in over 100 languages.
- Family Doctor: Your family doctor or nurse practitioner can assess your needs and refer you to an addictions service provider.
- Public Health Services: These provide professional medical help and counselling tailored to substance use.
- Community Centres: Often run groups, workshops, or programs for individuals and families.



Schools and communities are equipped with a network of resources for those dealing with substance use. Remember, reaching out is the first step, and there are people and services waiting to help.

PREVIEW

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Name: _____ 44

Curriculum Connection
D1.2

True or False

Is the statement true or false?

1) Counsellors are available in schools.	True	False
2) Help lines are not confidential.	True	False
3) ConnexOntario is not 24/7.	True	False
4) Almost 50% of Ontarians experience mental health issues.	True	False
5) Family doctors cannot refer you to addictions services.	True	False

Question

you would call from the list explained in the reading.

You feel stress at school to talk to.	
You want to learn substance use.	
You are feeling very sad talk right away, even at night.	
You need help finding mental health or ser you.	
You are struggling and prefer to talk to someo or chat.	
You think you may need professional help for substance	

PREVIEW

Write

Write a letter to a friend informing them about the support community and school, as if they needed help.

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Newspaper Article: Community Impact of Substance Use

"Substance Use: A Ripple Effect on Our Community"

Publish Date: February 18, 2024

In our co[illegible]ity, the impact of substance [illegible]etches far beyond the individu[illegible]olved. Experts and resid[illegible]e [illegible] concerns about [illegible] alcoho[illegible] use not only affect persona[illegible] also [illegible]igh heavily on the [illegible]y's we[illegible] healthcare system[illegible] safet[illegible]

Dr. Lena Kim, a public hea[illegible]list, shares insights on the broade[illegible] implications of substance use. "When individuals struggle with substance us[illegible] it's not just a personal issue. It affects emergency services, healthcare systems, and even local crime rates," she explains. According to Dr. Kim, hospitals often see a significant portion of their emergency resources directed towards incidents related to substance use, from accidents to overdoses, straining an already stretched healthcare system.

Moreover, substance use contributes to safety concerns within the community. "There's a clear link between substance use and increased incidents of accidents and violence," Dr. Kim adds. This not only puts a strain on law enforcement and emergency services but also creates an environment where residents may feel less safe.

Local resident, Alex, shares a personal story that echoes Dr. Kim's points. "My brother struggled with substance use, and it was like a domino effect. It wasn't just him suffering; it was his friends, our family, and it even impacted his job and those around him," says Alex. Stories like Alex's are a stark reminder of the ripple effect substance use can have on a wider circle.

The financial toll on the community is also notable. The costs associated with healthcare, law enforcement, and lost [illegible]ductivity can run into millions of [illegible]s each year, money that could be [illegible]ect[illegible]wards community devel[illegible]t [illegible]d preventive programs.

[illegible]ar th[illegible] of substance use is m[illegible]e [illegible] a[illegible]al problem; it's a co[illegible] it[illegible] conce[illegible]tiatives that focus on ed[illegible]n, p[illegible] support for those af[illegible] in addressing the root [illegible] mitigating the impact on [illegible]mmunity. By working together, resid[illegible]ts and experts hope to foster a safer, healthier environment for everyone.

As discussions continue, the consensus is clear: tackling substance use requires a collective effort, understanding, and compassion to create positive change within our community.

PREVIEW

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Curriculum Connection
D1.2

True or False

Is the statement true or false?

1) Substance use only affects the person using it.	True	False
2) Healthcare costs increase due to substance use.	True	False
3) Safety concerns are unrelated to substance use.	True	False
4) Emergency services deal with substance use incidents.	True	False
5) Education can help reduce substance use impacts.	True	False

Questio

wer the questions below.

1) How s subst fect healthcare systems?

2) What link exists between substance u safety?

PREVIEW

Word Search

Find the words in the wordsearch.

Safety	Costs
Drugs	Crime
Alex	Help
Change	Police
School	Support
Law	Care
Funds	Effort

E Q Z L D G Q F O A F E M D M D U
F L B M F M A N U X L O Y R D R Y C
F S S S E C V C Z D J C S V T X L L K A
O B M V H R R O A T A D T K B C R O H R
R F L F L I U S J F Q G Q U E P V O E E
T Y N F Y M L T W E S U P P O R T H L C
U M J Z A E U S F C X A Q A S K E C P H
E B R C B A F W H I X O K O L D L S J A
N N X S A F E T Y L Z H V A U I N K W N
Y H S U Y H C X D O F X L F B G U G Q G
E X F T B V N X R P A E Y D U K S X V E
Z Z J L W L A O U B L L B W O N C T Y Z
J N O G A J I E G N S A Q U G Q D N X J
P Z G J L K O Q S K Z Q G B U Z B S U Z
A I G I V W S X M M D G O G D S O G D P

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Curriculum Connection
D1.2

Activity - Circle of Control on Substance Use

Objective

What are we learning about?

Help students understand how substance use affects individuals, families, and communities, and identify what they can control and influence to reduce its impact.

Materials

What will you need for the activity?

- W[illegible]ntrol diagram)
- Pe[illegible]pencil
- (Optional: [illegible]ers)



PREVIEW

Instructions

How w[illegible]ctivity?

1. Review the lesson on the co[illegible]unit[illegible]tance use, including how it affects individuals, families, and th[illegible]comm[illegible]
2. Observe the three circles in the diagram an[illegible]rstan[illegible]y represent what you can control, what you can influence, an[illegible]t is h[illegible]d[illegible]ntrol.
3. In the inner circle (Circle of Control), write exampl[illegible]s yo[illegible]personally control to make healthy choices and avoid substance u[illegible]g., y[illegible] actions, and responses).
4. In the middle circle (Circle of Influence), write things you may not fu[illegible]ntrol but can still influence, such as your friends, family, and school environment through your actions and behaviour.
5. In the outer circle (Out of My Control), list factors related to substance use that you cannot control, such as other people's choices, community issues, or external influences.
6. As you complete each part, think about how substance use creates a ripple effect, affecting not only one person but also many people in the community.
7. Write your answers clearly and thoughtfully and be prepared to share how your choices can help reduce the negative impact of substance use.

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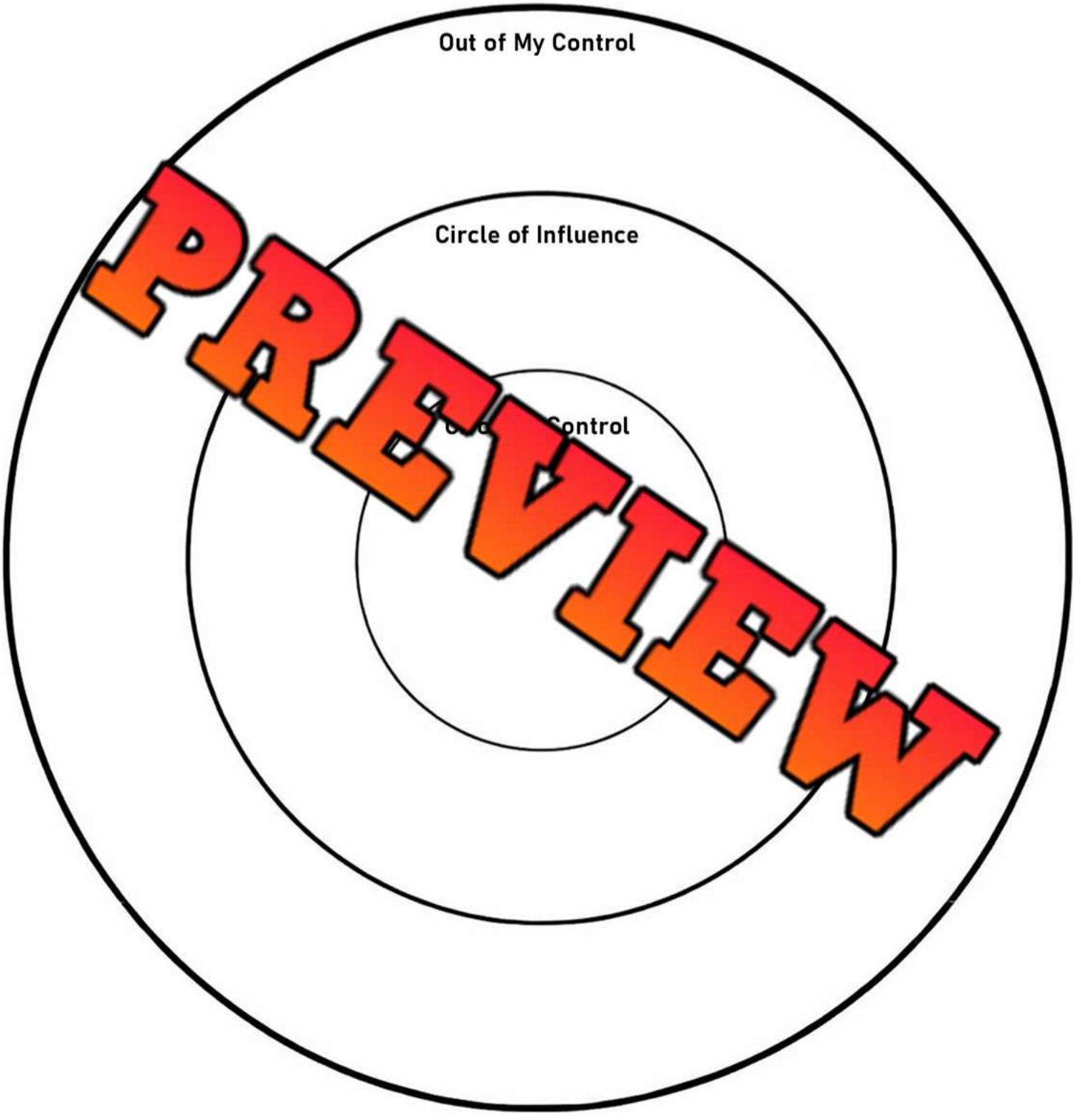
Curriculum Connection
D1.2

Circle of Control on Substance Use



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Curriculum Connection
D1.2

The Role of Cannabis and Brain Development

Understanding Cannabis and the Teenage Brain

Cannabis is a plant that some people use for medical reasons or recreationally. However, for teenagers, using cannabis can have serious effects on how the brain develops.



How Cannabis Affects the Brain

When teenagers use cannabis, it can change the way their brains work in a few important areas:

- Memory: Cannabis can make it harder to remember things. This could mean forgetting what you studied for a test or what someone just told you.
- Concentration: It can become more difficult to focus on tasks or pay attention in class if you use cannabis regularly.
- Mental Health: Research also suggests that using cannabis can lead to mental health issues like anxiety and depression, especially if you already are at risk for these conditions.

Why the Teenage Brain Is Different

The teenage brain is still growing and developing, making it more sensitive to the effects of cannabis. Here's a simple list of reasons why cannabis and the teenage brain don't mix well:

- Brain Development: The brain continues to develop until your mid-20s. Cannabis use can interfere with this development.
- Learning: Difficulties with memory and concentration can make learning things harder.
- Mental Health Risks: Teenagers who use cannabis are at a higher risk of developing mental health issues.

The Risks of Using Cannabis During Adolescence

Using cannabis as a teenager isn't just about the risk of getting in trouble; it's about protecting your brain so it can develop properly. Here are some risks to consider:

- Lower grades in school due to issues with memory and concentration
- Increased chance of developing mental health problems
- Potential for addiction or dependence on cannabis

Understanding these risks is crucial. If you or someone you know is using cannabis, it's important to talk about it with a trusted adult. There are many resources available to help make informed choices and find support if needed.

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D1.2

Questions

Answer the questions below.

1) Why is the teenage brain more sensitive to cannabis?

2) How do[illegible]bis affect memory and concentration?

PREVIEW

Visualizing

Draw what y[illegible]re pictur[illegible] you were reading. Explain the picture.

True or False

Is the statement true or false?

1) Cannabis has no impact on the teenage brain.	True	False
2) Memory can be affected by cannabis use.	True	False
3) Concentration improves with cannabis use.	True	False
4) Cannabis can increase the risk of mental health issues.	True	False
5) Talking to a trusted adult about cannabis use is helpful.	True	False

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Curriculum Connection
D1.2

Peer Pressure and Decision Making

Understanding Peer Pressure and Its Effects

Peer pressure is the influence that friends, classmates, or other people your age might have on you. It can be both positive and negative. However, when it comes to substance use, peer pressure often leads to poor decisions.

The Power[illegible]fluence: Substance Use and Peer Pressure

Sometim[illegible] might encourage you to try substances like alcohol, cigarettes, or drugs[illegible]s like "everyone's doing it". This can make it hard to [illegible]no. He[illegible]e ways peer pressure might affect you:

- Feeling a [illegible]
- Worrying about [illegible]
- Acting against your be[illegible]ent



Smart Choices: Strategies to Resist Pee[illegible]re

Resisting peer pressure is hard, but it's p[illegible]sible. He[illegible]now[illegible]

- Know Your Values: Think about what's impo[illegible] you[illegible]it.
- Speak Up: If you feel uncomfortable, say so. Your t[illegible]s will [illegible]and.
- Seek Support: Talk to adults or friends who support yo[illegible]ion
- Walk Away: If someone keeps pressuring you, it's okay to leave t[illegible]
- Practice Saying No: It can help to think about what you might say in a[illegible].

Healthy Alternatives: Fun Without Substances

You can have fun and enjoy time with friends without substances. Here's how:

- Join a sports team or club
- Plan movie nights or games with friends
- Volunteer or participate in community events

Peer pressure is a part of life, especially during the teenage years. However, understanding its influence on decisions around substance use and knowing strategies to resist it can help you make choices that are right for you.

PREVIEW

Name: _____ 59

Curriculum Connection
D1.2

True or False Is the statement true or false?

1) Peer pressure can only be negative.	True	False
2) Friends might encourage substance use.	True	False
3) Knowing your values helps resist peer pressure.	True	False
4) Walking away is a bad way to resist pressure.	True	False
5) You can't have fun without substances.	True	False

Question Answer the questions below.

1) List three strategies for resisting peer pressure.

2) What are some ways that peer pressure might affect an individual?

PREVIEW

Direction Read each situation carefully. In the second column, write a short and healthy decision you would make to resist peer pressure.

Situation	Your Decision
Your friends are encouraging you to try vaping.	
A group wants you to drink alcohol to fit in.	
Someone tells you "everyone is doing it" to pressure you.	

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Curriculum Connection
D1.2

Activity – Peer Pressure Decision Bingo

Objective

What are we learning about?

Students will identify and reflect on situations, behaviours, and choices related to peer pressure, and practise making positive decisions by writing or drawing them in a bingo grid.

Materials

What do you need for the activity?



- Printed Peer Pressure Bingo
- Pencil, crayons, or colored pencils
- Markers (optional)

Instructions

How will you complete the activity?

1. Explain to students that peer pressure can influence decisions, especially when it comes to substance use and risky behaviours.
2. Give each student a Peer Pressure Bingo card.
3. Ask students to fill each square by writing or drawing examples of peer pressure situations and positive responses.
4. Encourage students to include ways to say no, healthy choices, and support systems such as friends, family, or teachers.
5. Students may use symbols, short phrases, or drawings to express their ideas clearly.
6. After completing the bingo card, students can share some of their answers with the class.
7. Highlight common responses and discuss how making smart choices can help resist peer pressure and avoid substance use.

PREVIEW

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Curriculum Connection
D1.2

Activity – Peer Pressure Decision Bingo

B	I	N	G	O

PREVIEW

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Curriculum Connection
D1.2

Activity – Role Play: Peer Pressure Situations

Objective

What are we learning about?

To empower students with the skills to effectively resist peer pressure, especially concerning the use of substances, and to understand the importance of consulting trusted adults in difficult situations.

Materials

What you will need for the activity.

- [illegible] cards [illegible] pared with various peer pres[illegible]re situ[illegible]
- A hat or a[illegible] dra[illegible]nario cards from
- A "trusted a[illegible]ge or



Instructions

How yo[illegible]ple[illegible]ivity

1. Begin by discussing what peer pre[illegible]s and w[illegible]mportant to be able to resist it.
2. Explain the concept of role-playing and ho[illegible]n he[illegible]p[illegible]for real-life situations.
3. Introduce the "trusted adult" role and discuss how adu[illegible]n pr[illegible]nd advice.
4. Divide the class into small groups, ensuring each group has a mix of[illegible]onalities and strengths.
5. Each group draws a scenario card from the hat or container.
6. Within their groups, students will decide who will play the peer pressure role and who will respond to it.
7. Groups will then role-play the scenario, with at least one student demonstrating effective refusal skills.
8. After each role-play, the group will choose a representative to explain their strategy to the class.

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Curriculum Connection
D1.2

Scenarios | Role-Play Scenarios

1.	A classmate offers you a cigarette at a school event.
2.	Someone pressures you to skip class to hang out with them.
3.	A friend dares you to drink alcohol at a party.
4.	A g[illegible]n of students invite you to vandalize school property.
5.	A [illegible]ects cheating on a test to get better grades.
6.	[illegible]eone o[illegible]n pill they claim will make you feel amazing.
7.	A frien[illegible]s you t[illegible] your parents about where you are going.
8.	A classmate d[illegible]s [illegible]op[illegible] a local store.
9.	Someone tries to conv[illegible]u t[illegible]d[illegible]n message online.
10.	A peer offers you a vape pen du[illegible]nch br[illegible]
11.	A friend wants you to watch a movie yo[illegible] you'[illegible]ed to see.
12.	A classmate pressures you to prank call a teac[illegible]
13.	Someone dares you to jump off a high place to look co[illegible].
14.	A peer suggests you should try smoking to fit in.
15.	A friend pressures you to ignore a new student.
16.	Someone offers you money to do their homework for them.
17.	A classmate wants you to spread a rumour about another student.
18.	A friend dares you to trespass in a closed area.
19.	Someone tries to convince you to play a dangerous game.
20	A peer pressures you to use their parent's credit card for online shopping.

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Curriculum Connection
D1.2

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

Draw 4 ways you can resist peer pressure.

Name: _____

Draw 4 ways you can resist peer pressure.

Name: _____

Draw 4 ways you can resist peer pressure.

Name: _____

Draw 4 ways you can resist peer pressure.

PREVIEW

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Curriculum Connection
D2.3

Building Positive Body Image

Understanding Body Image

When you look in the mirror, what do you see and feel? Your perception and thoughts about your body's appearance form your body image. This isn't just about your physical shape but also how you feel inside. This image plays a huge role in your self-esteem, which is ho[illegible]much you value and like yourself. Moreover, body image can influence how you intera[illegible]iends and participate in social activities.



Medi[illegible]

A big fact[illegible] affec[illegible] se[illegible]urselves is the media: TV, movies, magazines, and [illegible]dia. Of[illegible] showcase "ideal" bodies that might not be realistic [illegible]t we often see:

- Super tall and slim mo[illegible]
- Muscular and toned athletes
- People with flawless skin or hair

But remember, many of these images are edited[illegible]w jus[illegible]dard of beauty. Real beauty comes in countless shapes,[illegible]es.

Cultivating Confidence

Building a positive body image doesn't happen overnight, but with ti[illegible] can feel better about yourself. Here's how:

- **Self-Love Talk**: Replace negative thoughts with positive affirmations. Tell yourself something good every day.
- **Limit Media**: Take breaks from social media or follow accounts that celebrate all body types.
- **Focus on Abilities**: Celebrate what your body can do, rather than how it looks.

If ever you feel really down about your body or are facing bullying because of it, talk to someone. Trusted adults, like parents, teachers, or counsellors, can provide support and help navigate these feelings. Remember, everyone is unique and valuable, including you.

PREVIEW

Name: _____ 69

Curriculum Connection
D2.3

True or False

Is the statement true or false?

1) Body image is only about physical shape.	True	False
2) Self-esteem doesn't relate to body image.	True	False
3) Media always shows realistic body images.	True	False
4) Social media can influence body perceptions.	True	False
5) Focusing on abilities can improve body image.	True	False

Questions

How does the media influence our perception of ourselves?

PREVIEW

Direction

Check (✓) Smart if it shows a positive an[illegible]dy ima[illegible]ice or Influenced if it shows being affected by medi[illegible]e.

You compare your body to influencers you see on social media.	[illegible]	[illegible]luenced
You remind yourself that all bodies are different and unique.	Sma[illegible]	Influenced
You feel bad because you don't look like models online	Smart	Influenced
You take a break from social media when it affects your confidence.	Smart	Influenced
You focus on what your body can do instead of how it looks.	Smart	Influenced
You believe edited photos online show real life.	Smart	Influenced
You say something positive about yourself each day.	Smart	Influenced
You follow accounts that promote only one "perfect" body type.	Smart	Influenced

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Curriculum Connection
D2.3

Piece by Piece: Building a Positive Body Image

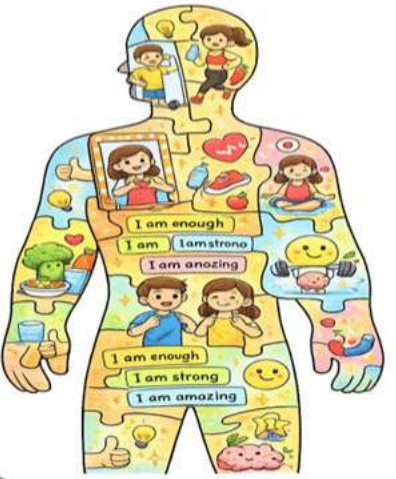
Objective What are we learning about?

Help students develop a positive body image by identifying and expressing healthy thoughts, feelings, and behaviours that promote self-acceptance and confidence.

PREVIEW

Materials you need for the activity?

- Worksheet y Te te)
- Pen or pen
- Crayons, colou ncil optional)



Instructions How will you co plete y?

1. Look at the puzzle body and understand th pie nts a part of who you are.
2. Think about what it means to have a positive body i h as ting yourself, appreciating your body, and focusing on your strengths
3. Inside each puzzle piece, write or draw positive thoughts, word or hat show a healthy body image (e.g., "I am confident," "I take care of my ," "I am unique").
4. You may include affirmations, healthy habits, or qualities that make you feel good about yourself.
5. Be creative by using colours, symbols, or small drawings to express your ideas clearly.
6. Fill as many puzzle pieces as you can with meaningful and positive ideas.
7. After completing the activity, reflect on how these positive thoughts can help improve your self-esteem and overall well-being.

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D2.3

Your body is unique, strong, and valuable. It allows you to move, learn, grow, and experience life every day. Instead of focusing on how your body looks, appreciate what it can do for you. Speak kindly to yourself, take care of your health, and remember that true beauty comes from confidence, kindness, and self-respect.



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Curriculum Connection
D2.3

Body Image and Media Influence

Rethinking Body Image in Media

Date: Feb 10, 2026 Author: By: Jordan Lee *2-minute read*

In today's media-saturated environment, the portrayal of body image has a profound impact on our self-perception and health. Magazines, TV shows, and social media platforms often showcase unrealistic standards that can lead to unhealthy eating habits and even substance use in an attempt to conform. It's critical to approach these portrayals with a questioning mindset, recognizing the gap between media representation and reality.

Encouraging body positivity and a healthy view requires critical thinking about the messages we receive from the media. By questioning the ideals presented to us, we can foster a healthier relationship with ourselves. This means understanding that beauty comes in all shapes and sizes and that self-worth is not determined by adherence to these unrealistic standards. Promoting body positivity is about celebrating diversity and embracing our unique qualities.

As we navigate through the digital age, let's commit to being mindful of the media's influence on our body image. By engaging in conversations about body positivity and challenging the norms, we can help create a more inclusive and supportive environment for everyone. Remember, it's not about fitting into a specific mold; it's about being comfortable and confident in your own skin.

Until we meet again,
Jordan Lee

PREVIEW

Comments:



Elena Nguyen, February 12, 2026

It's eye-opening to consider how deeply media can influence our perception of body image. Critical thinking is key to developing a positive self-image.

Like Reply 3h ago



Carlos Gomez, February 10, 2026

Absolutely agree, promoting body positivity is essential. It's about time we challenge and change the unrealistic standards set by the media.

Like Reply 2d ago

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Curriculum Connection
D2.3

True or False

Is the statement true or false?

1) Magazines and TV shows always promote healthy body images.	True	False
2) Social media can influence our eating habits.	True	False
3) Body positivity is about fitting a specific mold.	True	False
4) Celebrating diversity is a key aspect of body positivity.	True	False
5) Conversations about body positivity can change societal norms.	True	False

Question

Answer the questions below.

1) What impact can the portrayal of body image in media have on individuals?

2) Why is it important to promote body positivity?

PREVIEW

Define

What do the terms below mean?

Body Image	
Unrealistic Standards	
Body Positivity	

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Curriculum Connection
D2.3

True or False Decide whether the statement is True or False.

#	Statement	True or False
1	Media can influence how people see their own body image.	True
2	Comparing yourself to people in media can affect your self-esteem.	True
3	All images in media show realistic and healthy body standards.	False
4	Body positivity means accepting different body shapes and sizes.	True
5	Social media has no impact on how teenagers feel about their bodies.	False
6	It is important to question what you see in media.	True
7	Everyone should try to look like models shown in advertisements.	False
8	Your worth is based only on your physical appearance.	False
9	Media often edits photos to look more perfect.	True
10	Beauty only comes in one body type.	False
11	Positive body image includes being confident in yourself.	True
12	Media can sometimes promote unhealthy habits.	True
13	You should ignore how media affects your thinking.	False
14	Understanding media messages helps build a healthier self-image.	True
15	Talking about body image issues can help improve self-esteem.	True
16	Media always shows the full reality of people's lives.	False
17	It is okay to appreciate your body for what it can do.	True
18	All body types shown in media are realistic and achievable for everyone.	False
19	Following unrealistic standards can harm mental health.	True
20	Being comfortable in your own skin is part of positive body image.	True

PREVIEW

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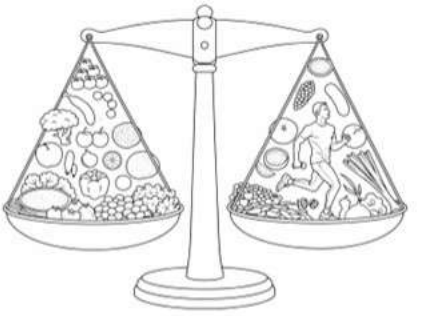
Curriculum Connection
D2.3

Understanding Substances and Body Image

The Influence of Media

In today's world, the media often shows images of people with "perfect" bodies. This can make us feel like we need to look a certain way to be accepted. Sometimes, individuals might use substances to try and change their body shape or improve how they perform in sports.



Substances Explained

Two common types of substances people use are weight loss drugs and steroids.

- Weight Loss Drugs: These are medications that some individuals take to try and lose weight quickly. However, they can have dangerous side effects like heart problems or addiction.
- Steroids: Athletes or people who want to build muscle fast might use steroids. They can make muscles bigger, but they also carry big risks like liver damage or severe mood swings.

The Risks

Using these substances can harm your health in many ways. Here are some of the risks:

- Physical health problems like heart issues or liver damage
- Mental health issues, including depression or anxiety.
- Addiction, where you feel like you can't stop using them.

Healthier Choices

It's important to know there are healthier ways to feel good about yourself and improve your performance in sports. Here's a list of better choices:

- Eat Nutritious Foods: Focus on fruits, vegetables, whole grains, and lean proteins.
- Stay Active: Find a physical activity you enjoy and do it regularly.
- Rest: Make sure you're getting enough sleep each night.
- Positive Thinking: Remember, your self-worth isn't based on how you look.

Talking About It

If you're feeling pressured to look a certain way or thinking about using substances, it's important to talk to someone you trust. This could be a family member, teacher, or coach. They can provide support and help you make healthy choices.

Understanding the impact of substances on body image is crucial. By making informed and healthy choices, you can take care of your body and mind.

PREVIEW

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Curriculum Connection
D2.3

Questions Answer the questions below.

1) What are two common substances people use to alter their body shape or performance?

_____

_____

_____

_____

2) How ca[illegible] thinking impact your self-worth and body image?

_____

_____

_____

Diagram Draw 3 healthy [illegible] you [illegible] take care of your body and avoid harmful substances.

Strategy 1	**Strategy 2**	**Strategy 3**

True or False Is the statement true or false?

1) Media images can affect our body image.	True	False
2) Weight loss drugs are safe with no side effects.	True	False
3) Steroids can cause mental health issues.	True	False
4) Healthy eating includes lots of sugary snacks.	True	False
5) Talking about body image pressures can be helpful.	True	False

PREVIEW

Name: _____ 80

Curriculum Connection
D2.3

Healthy Eating vs. Diet Culture

Finding Balance: Nutrition Beyond Diet Culture

Date: Feb 01, 2026 Author: By: Samira Patel *4-minute read*

Diet culture has woven itself into the fabric of our daily lives, often promoting quick fixes and unrealistic body standards. This approach not only distorts our relationship with food but also ov[illegible]ooks the importance of balanced nutrition. Healthy eating is about nourishing your body [illegible]ariety of foods, not restricting or cutting out essential nutrients that are vital for o[illegible]eing.

The n[illegible]ssociate[illegible] culture are significant, ranging from the development of eating di[illegible]ders t[illegible] joy in eating. By embracing balanced nutrition, we engage in self-care that [illegible]t[illegible] bod[illegible]ds, promoting both physical and mental health. It's about listening to [illegible]dy, ea[illegible]ty of foods, and moving away from the guilt associated with conse[illegible]g c[illegible]p[illegible]od.

As we shift our focus from di[illegible]e to [illegible]rition, we empower ourselves to make informed choices about ou[illegible]ealth[illegible] not just about what we eat, but also how we think about food and our b[illegible]s a st[illegible]rds a healthier, more sustainable lifestyle that celebrates food[illegible]a sourc[illegible]nt and pleasure.

Until we meet again,
Samira Patel

PREVIEW

Comments:



Liam Chen, February 04, 2026

Breaking free from diet culture is liberating. Emphasizing balanced nutrition has changed my perspective on eating and health.

Like Reply 3h ago



Aisha Iqbal, February 01, 2026

It's crucial to promote a healthy relationship with food. Balanced nutrition and self-care should be at the forefront of our approach to eating, not restrictive diets.

Like Reply 3d ago

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True or False

Is the statement true or false?

1) Diet culture promotes balanced nutrition.	True	False
2) Healthy eating includes a variety of foods.	True	False
3) Restricting nutrients is beneficial for our health.	True	False
4) Diet culture can lead to eating disorders.	True	False
5) Balanced nutrition can improve both physical and mental health.	True	False

Questions

swer the questions below.

1) H ion differ from diet culture?

2) Why is it important to mov rom ated with eating?

PREVIEW

Multiple Choice

Circle the letter of the correct answ

1) Healthy eating focuses on:	
A. Restricting food strictly	B. Nourishing your body with anced foods
2) Diet culture often promotes:	
A. Self-acceptance and balance	B. Unrealistic body standards
3) A healthy relationship with food means:	
A. Feeling guilty after eating	B. Enjoying food without guilt
4) Balanced nutrition includes:	
A. Cutting out entire food groups	B. Eating a variety of foods
5) Self-care in eating means:	
A. Listening to your body's needs	B. Following strict diet trends

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Diet Guru Circle: Advice for Healthy Choices

Objective

What are we learning about?

To help students understand the impact of diet culture, promote balanced and healthy eating habits, and develop the ability to give supportive and realistic advice to others.

Materials

What will you need for the activity?

1. Small pieces of paper with situations/problems written)
2. Bowl or container
3. Pencil/pen
4. (Optional) reflection journal



Instructions

How will you complete the activity?

1. Arrange students in a circle and explain that they will be "Diet Gurus" who give advice about healthy eating and avoiding harmful diet culture.
2. Prepare a bowl containing different situations related to food, body image, and diet culture.
3. Each student will take turns picking one situation from the bowl.
4. The student reads the situation aloud and thinks about how it relates to healthy eating and diet culture.
5. As a "Diet Guru," the student gives advice on what the person in the situation should do, focusing on balanced nutrition, self-care, and positive body image.
6. Encourage the rest of the class to add supportive ideas or alternative healthy solutions.
7. Continue until several students have shared, then end with a reflection on how we can make healthier choices and avoid harmful diet culture beliefs.

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Scenario Cards | Cut the scenarios below

A classmate skips meals because they want to lose weight quickly.	Someone refuses to eat carbs because they think it will make them gain weight.
A student reminds their friend that eating regularly is important for health.	A student explains that the body needs different nutrients to stay healthy.
During l… …e students judge others …uch" food.	A student feels embarrassed to eat in front of others.
A student enc… …s t… …oy their meals … …eling g…	A friend reassures them that everyone has different eating habits.
A student feels bad after … …sweets a… calls the food "ba…	…meone pressures others to follow a diet trend.
A classmate explains that all foods ca… enjoyed in balance.	A stu… enc… …ges making personal and he… …d choices.
Your friend follows a strict diet they saw online and feels tired all the time.	A stud… …l stress… …ut counting … …all…
A student suggests eating a variety of foods for better energy.	A classmate suggests focu… …balanced meals instead of str… …rules.
A student compares their body to influencers on social media and feels insecure.	A student avoids eating during school because they are afraid of being judged.
A classmate reminds them that media images are often edited.	A friend encourages them to listen to their body and eat when hungry.
A group of friends supports each other in making healthy and balanced food choices.	A student promotes positive body image and respect for all body types.

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Dangers of Diet Pills and Laxatives

Risks Linked to Diet Pills



Diet pills seem like a quick fix for losing weight, but they come with serious risks. Many diet pills contain substances that can cause:

- Heart problems
- High bl pressure
- Anxie
- H
- Inso a

These pills can to de n and sometimes damage to the heart and liver.

The Truth About Laxati s

Laxatives are designed to he ons e people misuse them, thinking they can aid in weight loss however, laxative te roblems:



- Dehydration
- Electrolyte imbalance
- Chronic constipation
- Damage to the digestive system

Healthy Alternatives

It's crucial to understand that there are no shortcuts to a healthy body. In of relying on dangerous substances like diet pills and laxatives, adopt these positive habits:

- Eating a Balanced Diet: Include fruits, vegetables, whole grains, and lean proteins.
- Regular Exercise: Aim for at least 30 minutes of physical activity each day.
- Talk to a Professional: If you're struggling with weight, consult a doctor or nutritionist.

The influence of media and peers can sometimes push young people towards unhealthy choices like diet pills and laxatives. It's vital for families to talk about these dangers and promote positive habits at home.

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Questions

Answer the questions below.

1) What are some of the risks associated with diet pills?

2) List three healthy alternatives to using diet pills and laxatives.

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True or False

Is the statement true or false?

1) Diet pills can cause heart problems.	True	False
2) Laxatives are meant for weight loss.	True	False
3) Diet pills can lead to insomnia.	True	False
4) Laxatives can damage the digestive system.	True	False
5) Peer influence can affect young people's choices.	True	False

Design

Design a poster warning against the use of diet pills for weight loss.

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Fact or Fiction – Diet Pills and Laxatives

Objective — What are we learning about?

To help students understand the risks of diet pills and laxatives, recognize unhealthy weight-los practices, and promote safe and healthy alternatives.

Materi — u need for the activity?

- A list of stat bout laxatives, and healthy habits
- A "Fact" sign and a "Fict
- Space in the classroom for st dents to each side



PREVIEW

Instructions — How will you complete the activity?

1. Your teacher will read statements about diet pills, laxatives, ar es. Listen carefully to each one.
2. Think about whether the statement is true or false based on what you have learned.
3. If you think the statement is correct, move to the "Fact" side of the room.
4. If you think the statement is incorrect, move to the "Fiction" side.
5. Stay in your chosen area and be ready to explain your answer if asked.
6. Listen as the correct answer is discussed and take note of important information.
7. Return to your seat after each round and prepare for the next statement.

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Fact or Fiction Read the statements to the class.

#	Statement	Fact or Fiction
1	Some diet pills can cause heart problems and high blood pressure.	**Fact**
2	Laxatives are designed to help with digestion, not weight loss.	**Fact**
3	Diet [illegible] are a safe and quick way to lose weight.	**Fiction**
4	Mis[illegible]tives can lead to dehydration.	**Fact**
5	[illegible] laxativ[illegible]p burn body fat.	**Fiction**
6	Diet pill[illegible] eff[illegible]	**Fiction**
7	Laxative misu[illegible] da[illegible]tive system.	**Fact**
8	Healthy weight loss [illegible] plan[illegible]n and exercise.	**Fact**
9	Skipping meals is a healthy way t[illegible]eight.	**Fiction**
10	Diet pills can cause anxiety and sleep proble[illegible]	**Fact**
11	You can rely on diet pills instead of healthy [illegible]ts.	**Fiction**
12	Drinking enough water is important for overall heal[illegible]	**Fact**
13	Laxatives can safely be used every day for weight loss.	**[illegible]ion**
14	Diet pills may lead to addiction or dependency.	**Fact**
15	There are no risks in following weight-loss trends online.	**Fiction**
16	Diet pills improve long-term health.	**Fiction**
17	Regular physical activity helps maintain a healthy body.	**Fact**
18	Healthy habits are not as effective as quick-fix methods.	**Fiction**
19	Electrolyte imbalance can happen from laxative misuse.	**Fact**
20	Taking more diet pills will give faster and safer results.	**Fiction**

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Building Self-Esteem and Self-Care

What is Self-Esteem?



Self-esteem is how much we value ourselves and feel confident in who we are. It's important because it affects how we take care of ourselves, make friends, and face challenges. Sometimes, people might use substances thinking it will make them feel better about themselves or their body image. However, this is not a healthy or effective way to build real confidence.

Healthy Ways to Boost Self-Esteem

Building self-esteem comes from inside, not from external things like substances. Here are ways to boost self-esteem:

- Positive Self-Talk: Be kind to yourself. Replace negative thoughts with positive affirmations.
- Set Realistic Goals: Achieving small goals can make you feel good about your abilities.
- Stay Active: Exercise can improve your mood and make you feel better about your body.
- Explore Interests: Doing things you enjoy can help you feel more confident and happier.

Self-Care for a Better You

Self-care means taking time to do things that help you feel well and improve both your physical and mental health. Here's how you can practice self-care:

- Get Enough Sleep: Aim for 8-10 hours each night to feel rested and ready for the day.
- Eat Healthy: Choose foods that nourish your body and give you energy.
- Relax and Unwind: Spend time relaxing or doing hobbies that make you happy.
- Connect with Others: Spend time with family and friends who support and care about you.

Why Avoid Substances

Using substances to feel better about yourself or your looks can have harmful effects, such as health problems or addiction. It's better to build self-esteem and practice self-care in healthy ways that make you truly feel good about who you are.

By focusing on positive self-talk, setting achievable goals, staying active, and practicing self-care, you can boost your self-esteem without relying on substances. Remember, true confidence comes from appreciating and taking care of yourself.

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Questions

Answer the questions below.

1) What is self-esteem, and why is it important?

2) Why is it important to avoid using substances for confidence?

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Visualizing

Draw what you are picturing as you were reading. Explain the picture.

True or False

Is the statement true or false?

1) Self-esteem is only about how others see you.	True	False
2) Positive self-talk can boost your self-esteem.	True	False
3) Setting unrealistic goals is a good way to improve self-esteem.	True	False
4) Practicing self-care is important for mental health.	True	False
5) Connecting with friends and family can improve your self-esteem.	True	False

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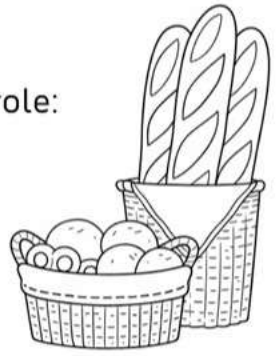
The Role of Nutrients in Our Bodies

Essential Nutrients: Building Blocks of Our Bodies

Nutrients are vital for our bodies to function. They give us energy, help us grow, and keep us healthy. There are two main types of nutrients: macronutrients and micronutrients.

Macronutrients: Energy Providers



Macronut[illegible]nclude carbohydrates, proteins, and fats. Each has its role:

- Carb[illegible] They are our main energy source. You find t[illegible] and [illegible]ntain carbohydrates.
- Proteins: Th[illegible]uild[illegible] and repairing tissues. Sources inc[illegible], bea[illegible]s.
- Fats: Fats store e[illegible]gy [illegible]ans. Fats are in foods like butter and oil.

Micronutrients: Small But Mig[illegible]

Micronutrients are vitamins and minera[illegible]elp o[illegible]es function properly but are needed in smaller amou[illegible]

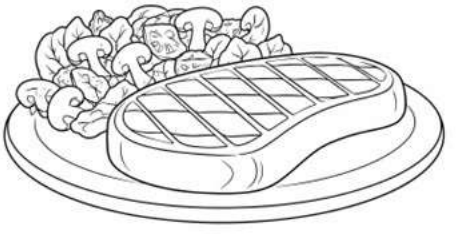
The Risks of Cutting Out Nutrients

It might sound good to cut out fats or carbs for weight [illegible]'s ris[illegible]r bodies need all types of nutrients, including fats and carbohydrates, to fu[illegible]on [illegible] them out can lead to health problems like tiredness or even more s[illegible]us

Healthy Eating Choices

Eating a balanced diet is the key to good health. Here's a quick guide to healthy choices:

- Eat a variety of fruits and vegetables.
- Include whole grains.
- Choose lean proteins.
- Limit added sugars and salt.



By understanding the role of nutrients in our bodies, we can make wise food choices and avoid unnecessary risks. It's all about balance, not elimination.

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True or False

Is the statement true or false?

1) Carbohydrates are the main energy source.	True	False
2) Fats are not necessary for our body.	True	False
3) Proteins help in repairing tissues.	True	False
4) Micronutrients are needed in large amounts.	True	False
5) Cutting [illegible]rbs is a healthy choice.	True	False

Que[illegible]

[illegible]ver the questions below.

1) What are m[illegible], and [illegible]re they important?

2) What can be the risks of cutting out specific [illegible]s like [illegible]rbohydrates?

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Making Connections

Write down your favorite foods and categorize them into [illegible]rbohydrates, proteins, or fats.

Carbohydrates	Proteins	Fats

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Story: Healthy Lifestyle Choices

Aarav and Leyla's Journey to a Healthier Lifestyle



In the vibrant town of Maplewood, 13-year-old Aarav and his best friend, Leyla, embarked on a school project to uncover the secrets of a healthy lifestyle. They were determined to contrast th findings with the risks associated with unhealthy e use.

Throug ir resea discovered that, according to Health Canada, kids aged 5-17 should engage min of moderate to vigorous physical activity daily. This revelation struck with h ealized his after-school video game marathons might not be contributing to his Leyla, on the other hand, was fascinated by the importance of balance Sh t incorporating a variety of foods from Canada's Food Guide, which includ vege proteins, and whole grains, could significantly enhance one's health a energy s.

As they delved deeper, they compared these healthy al he eff f unhealthy substance use. They were alarmed to find statistics show arly stance se could lead to health problems, decreased academic performance, and a hi f ping addictions.

Determined to spread the word, Aarav and Leyla presented their findings to their class. They emphasized that making healthy lifestyle choices, like being active and eating well, not only improves physical and mental health but also prevents the risks associated with substance use.

Their presentation was a hit, inspiring their classmates to think more critically about their daily choices. Aarav and Leyla felt proud, knowing they had taken the first steps toward fostering a healthier, more informed community in Maplewood.

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Questions

Answer the questions below.

1) How does early substance use affect health and academics according to Aarav and Leyla's research?

2) Why did [illegible] and Leyla decide to research healthy lifestyle choices?

PREVIEW

True or False

Is the statement true or false?

1) Kids need 30 minutes of physical activity	True	False
2) Balanced eating includes fruits, vegetables, and proteins.	True	False
3) Video games contribute positively to physical health.	True	False
4) Early substance use can decrease academic performance	True	False
5) Canada's Food Guide recommends including whole grains	True	False

Connecting

Draw one of the components of living a healthy life

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Story: Goal Setting for Healthy Habits

Sami's Path to Healthy Goals

In the bustling city of Harmony, 12-year-old Sami felt overwhelmed with school, friends, and extracurricular activities. Realizing the need for change, Sami decided to set realistic and healthy goals to improve both physi nd mental well-being.



First o hysical activity. Sami learned that engag at leas s of moderate to vigorous activity each d hen the Canadian Society for Exercise Physiology, could boost mood and e evels mi set a goal to join the school's basketball team, combining fun wit

Next was mental health. Understanding rtan ental well-being, Sami decided to dedicate 30 minutes before b o unwin n ac s like reading or meditation, reducing screen time to ensure a be ght's

Sami also aimed to improve dietary habits by incorporat fruit vegetables into meals, aiming for the half-plate rule suggested by Canada Foo t making half of every meal consist of fruits and vegetables, a simple y ef way to ensure a balanced diet.

To stay on track, Sami created a goal-setting journal, documenting progress and reflecting on feelings and achievements. This practice not only motivated Sami but also highlighted the importance of patience and perseverance.

By the end of the term, Sami felt more energized, focused, and happier. The journey taught Sami and classmates that setting realistic goals was the key to fostering long-term health and happiness, proving that small steps can lead to big changes.

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Questions

Answer the questions below.

1) What physical activity did Sami choose to engage in?

2) What rul es Canada's Food Guide suggest for vegetables and fruits?

PREVIEW

True or False

e st r false?

1) Physical activity boosts mood ene	True	False
2) Mental well-being is improved by mo een tim	True	False
3) Canada's Food Guide suggests a half-plate ru eggie	True	False
4) Sami used a journal for tracking progress.	rue	False
5) A balanced diet excludes fruits.	ue	False

Connecting

List your 3 personal goals for a healthier lifestyle.

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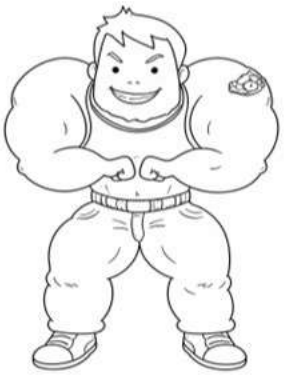
Substance Abuse and Athletic Performance

Performance Enhancers: A Risky Game

Athletes often face immense pressure to be the best, break records, and outdo competitors. Sometimes, in search of that extra edge, some might turn to substances known as performance enhancers. These might promise better stamina, speed, or strength, b they come at a high cost.



The Quic falls

Som ight consider include:

- Steroids
- Stimulants
- Erythropoietin (oft)

While these might give an i bo y serious health risks:

- Heart problems: Some substances ase ate and blood pressure
- Mental Health Issues: Anxiety, mood ings, an res re potential side effects.
- Physical Ailments: Liver damage, kidney pr , cha sical appearance.

Beyond Physical Harm: The Ethical Side

Using performance-enhancing drugs isn't just cheating yours , it's who competes fairly. It goes against the spirit of sports, which is ab ef cation, and natural talent. Athletes caught using these substances might face ba om competitions, tarnishing their reputations and letting down fans.

Thinking Long-Term

For athletes, the desire to be the best can be tempting, but it's crucial to understand that the real victory lies in honest effort and dedication. Shortcuts, like performance enhancers, might offer a quick path to medals, but the lasting effects on health and reputation last far beyond the podium. Before making any decisions, always weigh the risks, think of your long-term health, and remember the real essence of sportsmanship.

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Questions

Answer the questions below.

1) Why might some athletes turn to performance enhancers?

2) Name tw[illegible]alth risks associated with performance-enhancing substances.

True or False

[illegible]he [illegible] or false?

1) Performance enhancers have [illegible]ide [illegible]	True	False
2) Anxiety is a possible side effect.	True	False
3) Enhancers are ethically accepted in sports.	True	False
4) Using enhancers is considered cheating.	True	False
5) Some enhancers can damage the liver.	Tru[illegible]	False

Future Headline

Imagine you're writing a newspaper headline abou[illegible]aught using performance enhancers. What would it say?

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Steroids and Athletes

Understanding Steroids



Steroids, also known as anabolic-androgenic steroids (AAS), are compounds that help build muscle and increase strength quickly. These substances are synthetic forms of testosterone, a male hormone that plays a key role in developing male reproductive tissues and promoting secondary sexual characteristics.

Health Risks of Steroids

Athletes sometimes use steroids to try to boost their performance. However, these drugs can have serious side effects. For instance, they can cause heart disease, liver disease, and hormonal imbalances. In young athletes, steroids can stunt growth by causing bones to mature too fast. Other health issues include:

- Increased risk of heart attack and strokes
- Higher chance of injuring muscles and tendons
- Jaundice or yellowing of the skin, liver damage
- Mood swings, aggression, and depression
- High blood pressure and cholesterol issues

Steroids and Reputation

Using steroids can also have negative effects on an athlete's reputation. Sports organizations around the world have strict rules against the use of performance-enhancing drugs. Here's what can happen if an athlete is caught:

- They can be banned from competitions, sometimes for life.
- Their past achievements can be questioned or stripped away.
- They may lose sponsorships and career opportunities.
- There can be legal consequences, including fines or jail time.

Making the Right Choice

While the pressure to perform can be high in competitive sports, making the choice to stay clean and avoid steroids is crucial. Here are some reasons why athletes should avoid using these drugs:

- Fair Play: Using steroids is considered cheating, and fair play is a core value in sports.
- Health: The health risks far outweigh the short-term benefits of enhanced performance.
- Reputation: Being caught can ruin an athlete's reputation and career.
- Role Models: Athletes are role models, and using drugs sends the wrong message to fans, especially young ones.

Choosing to train naturally and ethically is the best way to ensure a healthy and respected athletic career.

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True or False

Is the statement true or false?

1) Steroids are a safe way to improve athletic performance.	True	False
2) Steroids can cause serious heart problems.	True	False
3) Healthy athletes use steroids for natural training.	True	False
4) Steroids can stunt growth in young athletes.	True	False
5) Using steroids can damage an athlete's reputation.	True	False

Questio

Answer the questions below.

1) Name o seri cts of steroids mentioned in the report.

2) What can happen to an athlete's achie ments if are t using steroids?

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Making Connections

What does this reading remind you of in your life?

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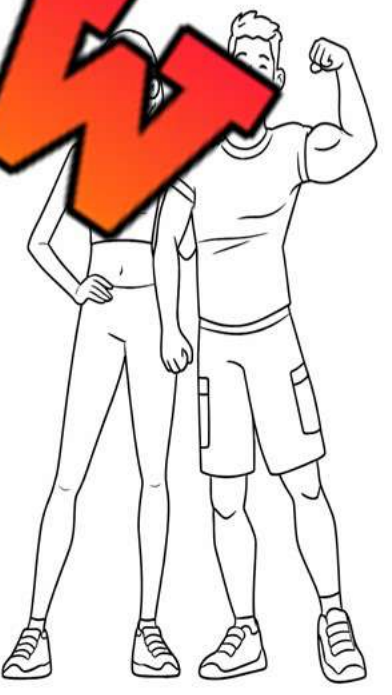
BOGGLE BOARD – Steroids and Athletes

S	T	E	R
O	I	D	A
H	L	P	G
N		K	M

1. Create as many words as possible using the letters in any order. Words should be related to sports, health, or steroids.
2. Find as many words as possible
3. Work with a partner and use a timer. Who can form the most meaningful words?

3-letter w… …letter words = 2 points 5-letter words = 3 points

Score



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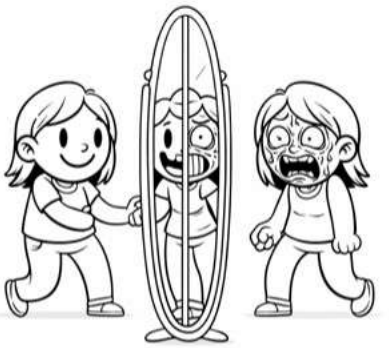
Story: Understanding Pornography's Effects

The Distorted Mirror



Once in the quiet town of Cedarwood, there lived a bright-eyed Grade 7 student named Rahul. Rahul was known for his curiosity and often explored topics beyond his textbooks. One day, in his health cla[illegible]e teacher brought up a sensitive subject: the impac[illegible]ography on young minds.

The t[illegible] Mr. Jac[illegible]n with a startling fact: "Did you know, by the age of 14, nearly 94% of Canadia[illegible]% [illegible]ls have been exposed to online pornography?" The class murmured i[illegible]se.

He continued, explaining t[illegible]graph[illegible]esents a skewed and unrealistic image of relationships and sexuality. "It[illegible]ke l[illegible]orted mirror that doesn't reflect reality," Mr. Jacobs said. "It can shape u[illegible]stic exp[illegible]nd understanding of consent, leading to disrespectful attitudes towa[illegible]thers."

Rahul pondered over this and recalled overhearing co[illegible]ions that[illegible]align with the respectful relationships he was taught about at home and s[illegible] The[illegible]e class was even more eye-opening. Studies showed that frequent ex[illegible]ct the brain, similar to addictive substances, and might lead to unhealthy habits[illegible]ttitudes towards others.

As the discussion unfolded, Rahul realized the importance of fostering realistic and respectful views. He decided to be more mindful of the media he consumed and to engage in open conversations with trusted adults.

The story of Rahul's learning journey spread, encouraging his peers to seek knowledge and understand the value of respect and consent in relationships, shaping their perceptions for the better.

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Questions

Answer the questions below.

1) How did Mr. Jacobs describe the impact of pornography on perceptions of relationships?

2) Why did Rahul decide to be more mindful of the media he consumed?

PREVIEW

True or False

Is t[illegible] true or false?

1) Pornography always shows [illegible]ic r[illegible]	True	False
2) Consent is important in respectful re[illegible]ips.	True	False
3) Mr. Jacobs taught about the dangers of addictio[illegible]	True	False
4) All students were surprised by the statistics.	True	False
5) Rahul decided to ignore the class discussion.	[illegible]ue	False

Connecting

List 3 scenarios where you must give or rec[illegible]

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Activity – Understanding Media Influence Role Play

Objective — What are we learning about?



To help students understand how exposure to inappropriate online content can affect thoughts, attitudes, and behaviour, and to encourage respectful views abo relationships and responsible media use.

Materials — ill you need for the activity?

- Scenario ca g si tions related to online content and media influence
- Pencil and pa
- Simple props (op e, Sc ages, etc.)
- Space in the classro le-p

Instructions — How will you comple activit

1. Explain that some online content can sh real a ealthy ideas about relationships, respect, and behaviour.
2. Review key ideas from the scenario, such as how m ca “distorted mirror” and influence how people think and act.
3. Divide the class into small groups and give each group a scena ard related to media exposure or online situations.
4. Ask each group to discuss how the situation could affect a person’s thoughts, feelings, or actions, and what a respectful and responsible response would be.
5. Let each group act out their scenario, showing both the negative influence and a positive, healthy way to respond.
6. After each role play, guide a discussion on how students can think critically, seek guidance from trusted adults, and make safe and respectful choices online.

PREVIEW

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Curriculum Connection
D3.2

Scenario Cards Cut out the topics below.

Scenario	Key Moments/Descriptions
Curiosity Online	You are using your phone when a pop-up or link leads to inappropriate content. You feel curious and unsure what to do next. You think about how this content might affect your thoughts and understanding of relationships.
Friends Sh… Content	…e classmates are sharing inappropriate videos and …ghi… out them. They encourage you to watch too so …ou w… …ft out. You feel uncomfortable but also …e to jo…
Unrealistic Expectations	After seeing … online …nt, a student starts to believe that relationshi… ould … act a certain way. You notice these ideas … un… …ay not reflect respect and consent.
Social Media Influence	You see posts online that show relationships …ggerated or unrealistic ways. These posts get many likes and shares. You begin to question if these ideas are true or misleading.
Private Viewing Habit	A student spends a lot of time watching inappropriate content alone. Over time, they seem more withdrawn and less comfortable talking about real friendships and relationships.

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Curriculum Connection
D3.2

Scenario Cards Cut out the topics below.

Scenario	Key Moments/Descriptions
Distorted Mirror Thinking	You remember the idea that media can act like a "distorted mirror." You notice that what you see online may not represent real-life values like respect, trust, and communication.
Peer Conversation	ng conversation, some students make jokes based on happr ontent. Others feel uncomfortable but stay t how to respond in a respectful way.
Seeking Guidance	You feel confu about u saw online. Instead of relying on what yo you lking to a trusted adult or teacher for accur spectf rmation.
Respect and Consent Awareness	A student realizes that media sometime importance of consent and respect. You refle how real relationships should be based on understanding and mutual respect.
Making Healthy Choices	You decide to avoid harmful or misleading content and focus on activities that support your well-being, such as hobbies, friendships, and learning.

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Curriculum Connection
D3.2

Newspaper Article: Risks of Vaping and Tobacco Use

"The Hidden Dangers of Vaping and Smoking"

Publish Date: February 17, 2026

In recent years, vaping has become increasingly popular among teenagers, with many viewing it as a safer alternative to smoking cigarettes. However, health experts warn that both vaping and tobacco use carry significant health risks that are not always immediately visible.

Dr. Anika Patel, a leading pulmonologist at the Toronto Lung Health Centre, explains that the chemicals found in e-cigarettes can be just as harmful as those in traditional cigarettes. "Many people believe that vaping is harmless because it doesn't involve tobacco," she says. "But the reality is that e-cigarettes contain nicotine and other harmful substances that can affect your lungs and heart just as much as tobacco can."

One of the major concerns is the effect of nicotine, a highly addictive substance found in both cigarettes and many e-cigarettes. Nicotine addiction can lead to increased heart rate and blood pressure, and long-term use can contribute to the development of heart disease and other serious health conditions.

Furthermore, second-hand smoke from cigarettes and the aerosol from vaping devices pose a risk not just to the user but also to those around them. Studies have shown that exposure to second-hand smoke can increase the risk of developing respiratory infections, asthma, and even lung cancer in non-smokers.

Amardeep Singh, a 19-year-old university student and former vaper, shared his experience. "I started vaping in high school because all my friends were doing it. I thought it was safe. But after a while, I noticed I was having trouble breathing during soccer practice, and I realized it was affecting my health."

The long-term health implications of vaping and tobacco use are still being studied, but evidence suggests that both can lead to lung diseases, cardiovascular disease, and a decrease in immune system efficiency.

Health experts like Dr. Patel encourage young people to consider the risks before starting to vape or smoke. "It's important to be aware of the consequences," she advises. "Once you start, it can be very hard to stop because of the addiction. The best choice is not to start at all."

As the conversation around vaping and tobacco use continues, it's clear that more education and awareness are needed to help young people make informed decisions about their health.

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Curriculum Connection
D3.2

True or False

Is the statement true or false?

1) Vaping is safer than smoking cigarettes.	True	False
2) Second-hand smoke can cause lung cancer.	True	False
3) Nicotine can increase heart rate and blood pressure.	True	False
4) Vaping has no effect on the immune system.	True	False
5) Tobacco use can lead to chronic lung diseases.	True	False

Questions

wer the questions below.

1) What stance d th cigarettes and e-cigarettes is highly addictive?

2) How does second-hand smoke ffect er's

PREVIEW

Word Search

Find the words in the wordsearch.

Vaping	Health
Nicotine	Tobacco
Cancer	Breath
Heart	Smoke
Chronic	Addict
Aerosol	Disease
Doctor	Impact

E B H C W P S O N E E V A Q M P B Z
A V E D D L Y X N X M M Y U M B L Z I A
E C J J T H T N C H R O N I C R Z D T S
R Y B F M E G I K S Y R K Q Z L D G B Q
O D F O A A F C E M M L M N D M D U R L
S I B M M L A O N U X O L O Y P A R E D
O S R Y S T S T S E V Z K D D J C S A V
L E T X L H K I B M V H R E O A T A T T
D A T V A P I N G K B C R F L C F L H C
U S J F Q G Q E T O B A C C O U T E P I
V E Y N F Y L W H U M J Z A U X A O Q D
A S K O E E B R C E B A F K W H X O R D
K O L I M P A C T D A C A N C E R L J A
N N X Z H V A U I N K R W Y H S U Y H C
X F L B G U G Q E X F T T B V N X A Y D

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Curriculum Connection
D3.2

Underage Drinking: Risks and Realities

Understanding Underage Drinking: Risks and Realities

Underage drinking refers to the consumption of alcoholic beverages by individuals under the legal drinking age which is 19 in Ontario. This can lead to serious problems, including:

Health Risks: Damage to the brain, liver, and other organs.

Accidents & Injuries: Increased risk of car crashes, falls, and other accidents.

Poor Decision Making: Alcohol affects judgment and can lead to poor choices.

The Th... of Binge ...

Binge drinking ... large amount of alcohol in a short period ... It can ...

Alcohol Poisoning: This is a ... condition that needs medical attention.

Addiction: Regular binge drinking can le... alcohol dependence.

Relationship Problems: It can cause fights and misunderstandings with friends and family.



Legal Aspects and Society's Role

Underage drinking is dangerous and illegal. Here's how the law and ... involved:

Legal Consequences: There can be fines or other legal punishments for u... age drinking.

School Problems: Drinking can lead to trouble at school, including suspension.

Community Impact: Underage drinking affects the families and the community.

Strategies to Stay Safe

It's essential to be aware of the risks and make smart decisions. Here's how to stay safe:

Know the Law: Understand the legal age for drinking in your area.

Talk to Trusted Adults: If you have concerns, talk to a parent or teacher.

Choose Healthy Activities: Find fun and safe ways to enjoy time without alcohol.

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D3.2

True or False

Is the statement true or false?

1) Alcohol is safe for the teenage brain.	True	False
2) Drinking can lead to learning problems.	True	False
3) There are no legal consequences for underage drinking.	True	False
4) Family relationships can suffer due to underage drinking.	True	False
5) Underage drinking can increase crime rates.	True	False

Questio

Answer the questions below.

1) What some quences of underage drinking?

2) How can underage drinking affect per ?

PREVIEW

Word Search

Find the words in the wordsearch.

Brain	Legal
Risky	Trust
Crime	School
Drink	Youth
Family	Memory
Injury	Rules
Alert	Choice

B H C W P S O N E E V A S M P B Z V
E D D L Y X N X M M Y U M B Z I A C J
J T T R Z T D L T S Y B F M G K Y R K Q
Z L D G Q R F E O A F E M L M N D H S M
R D U L B U F G T M A N U X L O Y T C P
U A R D R S C A R F Y S S S E V Z U H D
L J C S V T H L E K A T X L K B V O O H
E R A T A D O T L N I M K B C R F Y O L
S F L B R A I N A I N E I U J F Q G L Q
U E P V Y N C F R R J M Y L L W U M J Z
A U F X A Q E A I D U I S K Y O E E B R
C B A F K W H X S O R R K O L D L J N N
X Z H V A U I N K K Y C W Y H S U Y H C
X F L B G U G Q Y M E M O R Y E X F T B
V N X A Y D K S X V Z Z J L L A O B L B

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Curriculum Connection
D3.2

Underage Drinking: Risks and Smart Choices

Objective — What are we learning about?

To help students understand the risks of underage drinking and identify safe, healthy choices th reflection and discussion.

PREVIEW

Materi — what need for the activity?

- Worksheet
- Pen or pencil
- (Optional) crayons or mark



Instructions — How will you complete the acti

1. Read the article about underage drinking and discus erer including health problems, accidents, poor decision-making, and co
2. Look at the circles on the worksheet. In each circle, write or dr on fect, or consequence of underage drinking (for example: accidents, addictio decisions, family problems, or school issues).
3. You may also include safe alternatives or positive choices (such as talking to a trusted adult or choosing healthy activities).
4. Think about how these risks can affect your life, your family, and your future.
5. After completing the activity, review your answers and reflect on why avoiding alcohol at a young age is important.
6. Be ready to share your ideas and explain how you can make smart and responsible decisions.

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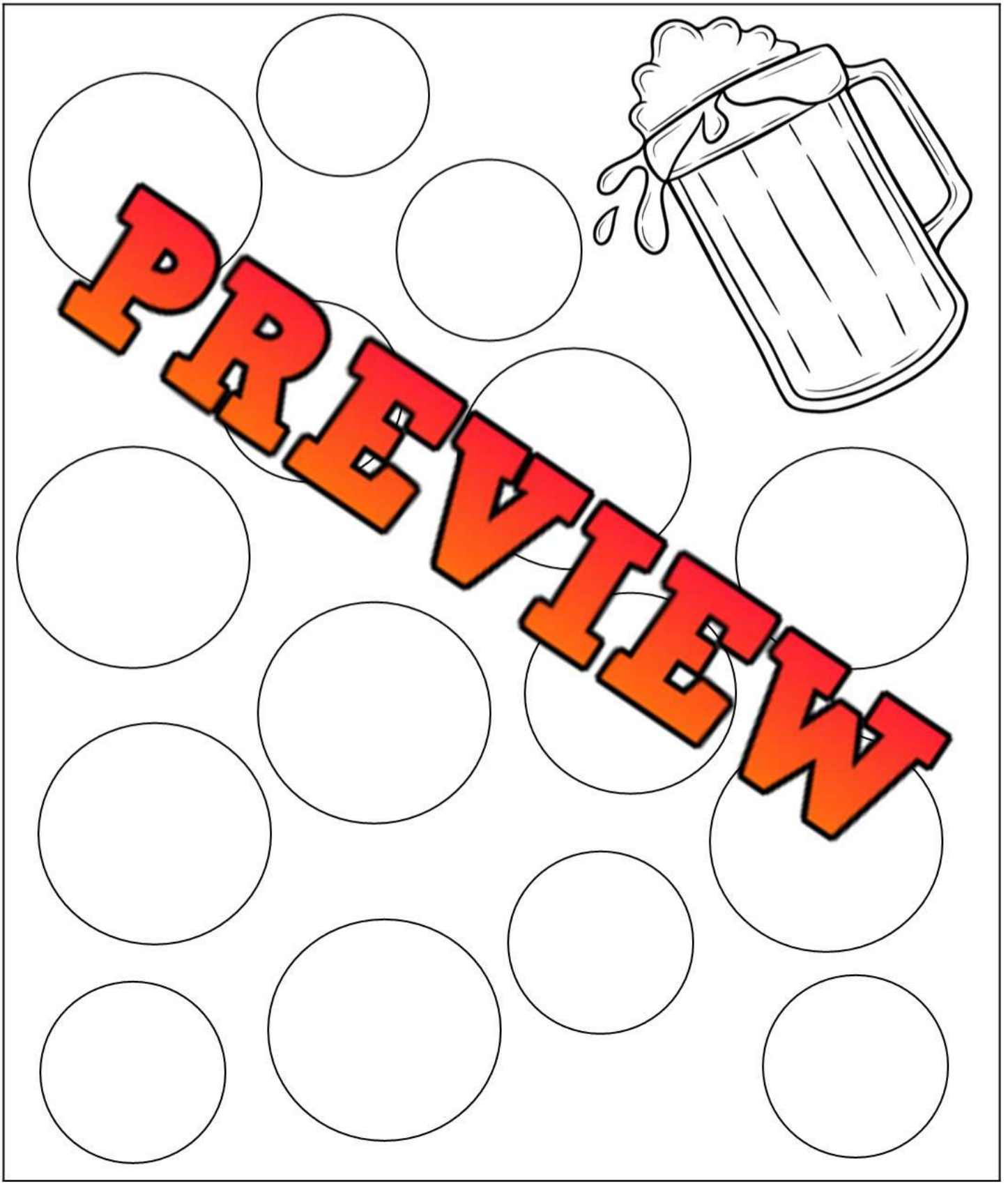
Curriculum Connection
D3.2

Underage Drinking: Risks and Smart Choices



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D3.2

Fetal Alcohol Spectrum Disorder

Understanding Fetal Alcohol Spectrum Disorder (FASD)
Fetal Alcohol Spectrum Disorder (FASD) is a serious condition that affects children whose mothers consumed alcohol during pregnancy. It's important to understand the risks and effects to make informed choices.



What is FA[illegible]?
FASD refe[illegible]range of effects that can occur in an individua[illegible]other drank alcohol during pregnancy. These[illegible]ical, behavioural, and learning problems. Unlike other condi[illegible] FASD i[illegible]eventable by avoiding alcohol during pregnancy.

Risks of Alcol[illegible]e[illegible]ng Pr[illegible]cy
When a pregnant[illegible]n con[illegible]hol, it passes through the placenta to the unborn baby. The ba[illegible]d[illegible]g[illegible]including the brain, can be harmed by this exposure. The risks inclu[illegible]

- Birth Defects: Problems with[illegible]he h[illegible]s, a[illegible]idneys.
- Growth Problems: Low birth weigh[illegible]develo[illegible]l delays.
- Learning and Behavioural Issues: Difficulties i[illegible]hool,[illegible]tion problems, and challenges in social interactions.

The Importance of Informed Choices
Making informed choices about alcohol use during preg[illegible]cru[illegible]here[illegible]re key points to remember:

- No Safe Amount: There is no known safe amount of alcohol dur[illegible]ng[illegible]ncy. The best choice is not to drink alcohol at all.
- Early Pregnancy Risks: Since many women might not know they're pregnant in the early stages, it's important to avoid alcohol if you're trying to conceive or might be pregnant.
- Seek Support: If you're pregnant and struggling to stop drinking, it's important to seek help from a healthcare provider.

Protecting Future Generations
Understanding FASD and the risks of alcohol use during pregnancy helps protect unborn children from preventable harm. It's about making choices that ensure the health and well-being of the next generation. Remember, when it comes to alcohol and pregnancy, the safest choice is always to abstain.

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Curriculum Connection
D3.2

True or False

Is the statement true or false?

1) FASD is caused by consuming alcohol during pregnancy.	True	False
2) There is a safe amount of alcohol during pregnancy.	True	False
3) FASD can lead to growth problems in children.	True	False
4) Alcohol does not pass through the placenta.	True	False
5) Early pregnancy is a safe time to drink alcohol.	True	False

Question

Answer the questions below.

1) Why [illegible]ere no[illegible]e amount of alcohol during pregnancy?

2) What should a pregnant woman do if [illegible]s strugg[illegible]o st[illegible]drinking?

PREVIEW

Summarize

Write a summary of the text by including only the important information

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Curriculum Connection
D3.2

Activity - Substance Use and Its Social Effects

Objective — What are we learning about?

To help students understand how substance use affects social interactions, relationships, and comm[illegible]afety, and to encourage responsible decision-making.

PREVIEW

Materia[illegible] — Wh[illegible] need for the activity?

- Worksheet
- Pen or pencil
- (Optional) crayons or marker[illegible]



Instructions — How will you complete the ac[illegible]

1. Read the report about substance use and its social ef[illegible] ref[illegible]
2. In each box, draw or write one social effect of substance use ([illegible] [illegible]nflict, isolation, accidents, or family problems).
3. Use the lower part of each box to explain how that effect impacts individuals, relationships, or the community.
4. Think about real-life situations where these effects may happen.
5. Complete all six boxes with different ideas.
6. Review your answers and reflect on how making healthy choices can improve relationships and community well-being.
7. Be ready to share your ideas and explain your answers to the class.

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Substance Use and Its Social Effects

Direction Read the topic carefully. In each box, write or draw the social effects of substance use and explain how it impacts individuals, relationships, and the community.

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D3.2

Understanding Legal Implications

The Law and Substance Use

In Canada, laws around substance use, including underage drinking and cannabis use, are designed to protect individuals and communities. Understanding these laws helps us make informed choices and recognize the consequences of our actions.



Underage Drinking Laws

Canada has rules about alcohol consumption, especially for those under the legal drinking age, which varies by province either 18 or 19 years old. Here are key points about underage drinking:

- Illegal to Buy: If you're under the legal drinking age, it's against the law to buy alcohol.
- Illegal to Consume: Drinking alcohol is also illegal if you're underage.
- Consequences: Getting caught can lead to fines, community service, or other penalties.

Cannabis Use Laws

Since the legalization of cannabis in 2018, there are specific rules for its use, including age restrictions and where it can be consumed. Important points include:

- Age Restrictions: You must be at least 18 or 19, depending on the province, to use cannabis legally.
- Public Use: Laws about where you can use cannabis in public vary. Some places allow it, while others don't.
- Driving: Driving under the influence of cannabis is illegal and

Societal Rules and Consequences

Understanding the legal implications of substance use is crucial. Here's why:

- Protects Health: Laws aim to protect young Canadians from health risks.
- Safety: Rules about substance use help keep our roads and communities safe.
- Legal Record: Breaking these laws can lead to a criminal record, affecting future opportunities.

Making Informed Decisions

Learning about the laws related to substance use teaches us the importance of following societal rules and the consequences of not doing so. It's about making choices that keep us and others safe. Remember, staying informed helps us navigate the complexities of the law and substance use responsibly.

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D3.2

Questions

Answer the questions below.

1) What are the consequences of underage drinking?

2) Why is d der the influence of cannabis dangerous?

PREVIEW

Visualizing

Draw what y re pictur you were reading. Explain the picture.

True or False

Is the statement true or false?

1) The legal drinking age in Canada is the same everywhere.	True	False
2) It's legal for anyone to consume alcohol in public.	True	False
3) Laws about alcohol and cannabis use protect health.	True	False
4) Underage drinking can lead to community service penalties.	True	False
5) Everyone can use cannabis wherever they like.	True	False

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D3.2

Legal Implications: Actions and Consequences

Objective

What are we learning about?

Help students understand laws related to substance use (alcohol and drugs) and identify the legal consequences of illegal actions to promote responsible and informed decision-making.

PREVIEW

Materials

What do you need for the activity?

- Worksheet
- Pen or pencil
- Lesson notes on substance laws



Instructions

How will you complete the activity?

1. Read each illegal action shown on the left side of each book carefully.
2. Recall the laws discussed about underage drinking, cannabis use, and related behaviours.
3. On the right side of each book, write the possible legal consequences (e.g., fines, suspension, arrest, criminal record, community service).
4. Make sure your answers are connected to real laws and their effects on individuals and communities.
5. Use clear and complete phrases or short sentences.
6. Review your answers once finished.
7. Be prepared to share your ideas and explain how laws help protect people and society.

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Curriculum Connection
D3.2

Illegal to Buy Alcohol (Underage)

Bringing alcohol or drugs to school

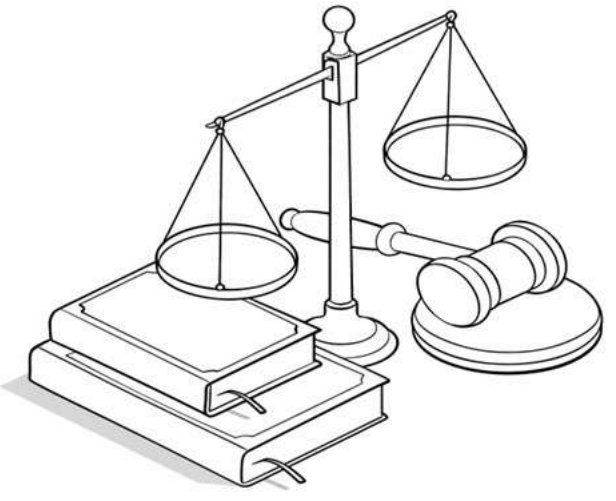
D… …nce

Smoking or vaping in restricted areas

Using drugs in public places

…g inv… …n d… dis… …or…

Possessing illegal drugs



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Curriculum Connection
D3.2

Critical Media Literacy

Navigating the Digital World
In today's age, we're surrounded by a vast ocean of digital content. From social media posts to online articles, it's crucial to learn how to navigate these waters with a critical eye.



Understanding Media Literacy
Media literacy is the ability to identify different types of media and unders the messages they're sending. It's not just about what we see on the surface bu deeper to understand the purpose behind the content.

The Im B ritical
Being al doesn eing negative; it means asking questions about what you see and hear. ere ar ques ions to consider:

- Who created sage,
- What techniques ein my attention?
- Who is the target audi
- What viewpoints are pr nd y be missing?

Spotting Misinformation
Unfortunately, not everything we come s online . Misinformation can spread quickly, leading to confusion and harm. Here's wha atch

- Check the source: Is it reputable?
- Look for evidence: Are there facts to back up the c
- Be wary of sensational headlines: They might be tryi t a s emotional response rather than inform.

The Power of Media
Media has the power to influence thoughts, feelings, and behaviours. Und ding this influence is key to making informed choices about what content to consum and share. It's important to remember:

- Media can shape our understanding of the world.
- It can impact our health and wellbeing, especially when it comes to unrealistic standards of beauty or behaviour.
- It plays a role in forming our opinions and attitudes.

Being a Smart Consumer
Critical media literacy empowers us to be smart consumers of content. By asking the right questions and seeking out reliable information, we can protect ourselves from misinformation and make choices that are best for us. Remember, in the digital world, our greatest tool is our ability to think critically.

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Curriculum Connection
D3.2

True or False

Is the statement true or false?

1) Media literacy means understanding messages in media.	True	False
2) Being critical of media always means being negative.	True	False
3) All online information is reliable and true.	True	False
4) Checking the source can help identify misinformation.	True	False
5) Sensational headlines always provide factual information.	True	False

Questions

swer the questions below.

1) Wh s bein iterate in media involve?

2) Why is it important to understand th ence of ur opinions?

PREVIEW

Draw

Draw the positive (good) and negative (bad) effects of me a literacy.

Positive	**Negative**

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Curriculum Connection
D3.2

Activity – Fact or Fiction? Substance Use Myths Unveiled

Objective

What are we learning about?

To challenge and clarify common misconceptions about substance use, mental health, and brain development among grade 7 students through an engaging "Fact or Fiction?" game.



Materials

What you will need for the activity.

- Pr[illegible]ed stat[illegible]ut substance use, mental health, and brain development (mixed wit[illegible]d [illegible]s)
- "Fact" and [illegible]gns fo[illegible]ts to hold up
- Research mate[illegible]book[illegible]proved online resources) for fact-checking
- Whiteboard or digi[illegible]f kee[illegible]ore
- Timer

Instructions

How you will compl[illegible]e activ[illegible]

1. Divide the class into two teams to promote [illegible]abor[illegible]te[illegible]g environment.
2. Present each team with statements about substa[illegible]ental [illegible], and brain development. These statements should be a mix of co[illegible]myt[illegible]
3. Ask the teams to decide whether the statement is a "Fact" or "[illegible]up their corresponding sign.
4. Allow a brief period for discussion within teams before they reveal their answer.
5. Reveal the correct answer after each guess and provide a brief explanation or context to clarify why it is a fact or fiction.
6. Keep score on the whiteboard or digital display to add a competitive element.
7. Encourage teams to use the provided research materials to verify unclear statements during the game.
8. Conclude the activity with a discussion on the importance of fact-checking and understanding substance use and mental health accurately.

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Curriculum Connection
D3.2

Fact or Fiction | Read the statements below.

1	Regular exercise can improve mental health by reducing anxiety and depression.	Fact
2	Eating sugar causes hyperactivity in children.	Fiction
3	Alcohol consumption can negatively affect brain development in teenagers.	Fact
4	Smo cannabis has no long-term effects on the brain.	Fiction
5	Ad ep is essential for proper brain function and mental health.	Fact
6	th are caused by personal weakness.	Fiction
7	B iced n ucial for maintaining good mental and physical health.	Fact
8	Only adults velop use disorders.	Fiction
9	Social support ca nifica in recovering from mental illness.	Fact
10	Using electronic devices b re b n sleep quality.	Fiction
11	Underage drinking can alter the ure and the developing brain.	Fact
12	Prescription drugs are safe to use in any t if a ibes them.	Fiction
13	Regular exposure to natural environments can boos and ct well-being.	Fact
14	People with mental health issues cannot lead successful and lives.	Fiction
15	Stress can impact physical health, including increasing the risk of heart disease.	Fact
16	Vaccinations can cause mental health disorders.	Fiction
17	Substance use can exacerbate symptoms of mental health disorders.	Fact
18	All forms of screen time are harmful to children's and adolescents' mental health.	Fiction
19	Learning new skills can improve cognitive function and protect against mental decline.	Fact
20	Mental health disorders are contagious.	Fiction

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Unit Test – Substance Use Addictions and Related Behaviours

Multiple Choice /10

1. How does cannabis affect teenagers? a) Improves memory b) Affects brain development c) Increases concentration d) No effe	2. What can help prevent addiction? a) Ignoring the problem b) Understanding the risks c) Using substances in small amounts d) Peer pressure
3. Why is … portant? a) On… physical … ce b) Decreases e… c) Has no benefi… d) Improves mood and …	4. What role does the brain play in addiction? a) Central role in dependence b) No role c) Only affects memory d) Purely physical changes
5. How can we support som… addiction? a) Encouraging substance use b) By ignoring them c) Seeking professional help d) Blaming them	…t is the impact of screen time on …? a) Can… …ealth issues b) … …s pos… c) … …pac… d) Incre… …ical ac…
7. Why is media literacy important? a) Only for making videos b) It's not important c) To believe everything seen in media d) To understand and question media messages	8. How should … rea… …re? a) By always agreein… b) Giving in to avoid conflic… c) With assertiveness and confidence d) Not reacting at all
9. What's the best way to approach body image influenced by media? a) Accepting all media standards b) Questioning unrealistic standards c) Striving to meet media images d) Ignoring body image completely	10. How does misinformation spread? a) Quickly and easily online b) Slowly and rarely c) Through official news only d) It doesn't spread

PREVIEW

Define What do the terms below mean?

Term	Definition – What does it mean?
Addiction	
Media Literacy	
[illegible]	

Short Answer Answer the questions below – Each question is worth 3 marks.

1) What is addiction and how does it affect the brain?

2) How can substance use impact mental health and development in teens?

3) What are the risks of using weight loss drugs and steroids?

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Long Answer Answer the questions below – Each question is worth 5 marks.

1) How can understanding the brain's reaction to addictive substances help us support those struggling with addiction?

2) Why is it important for teenagers to be aware of the legal consequences and health risks associated with underage drinking and cannabis use?

PREVIEW