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Substance Use, Addictions & Related Behaviours– Grade 8

3-Part Lesson Format

Part 1 – Minds On!

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- Discussion Questions
- Quotes
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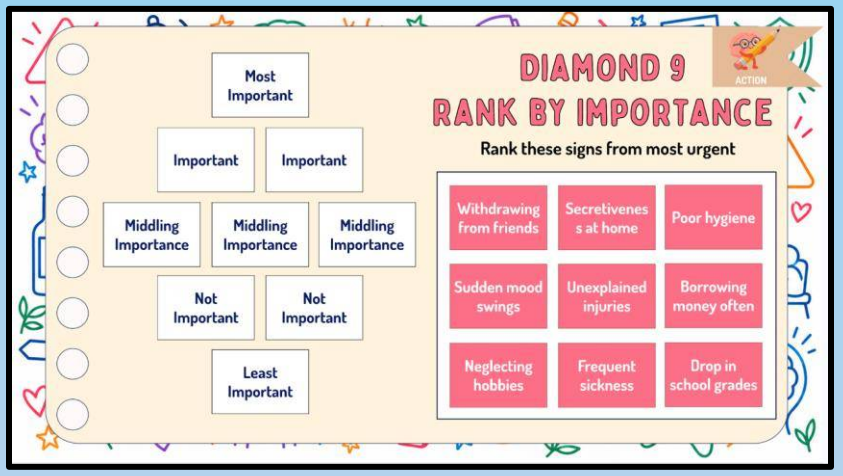

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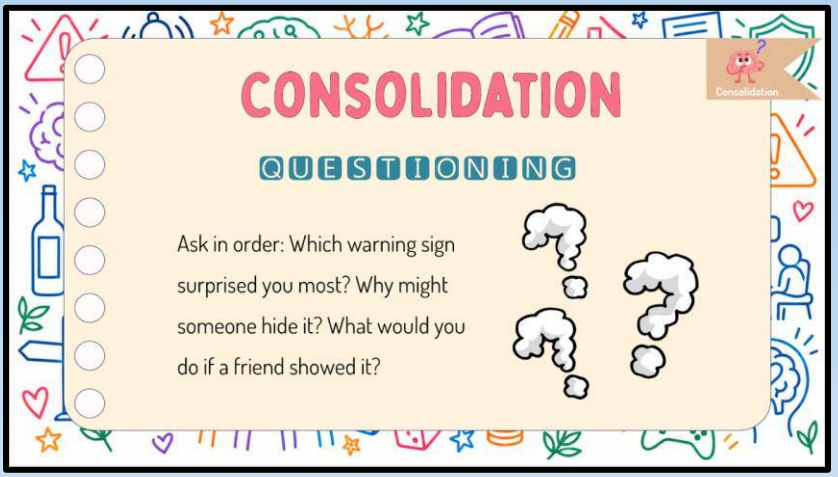

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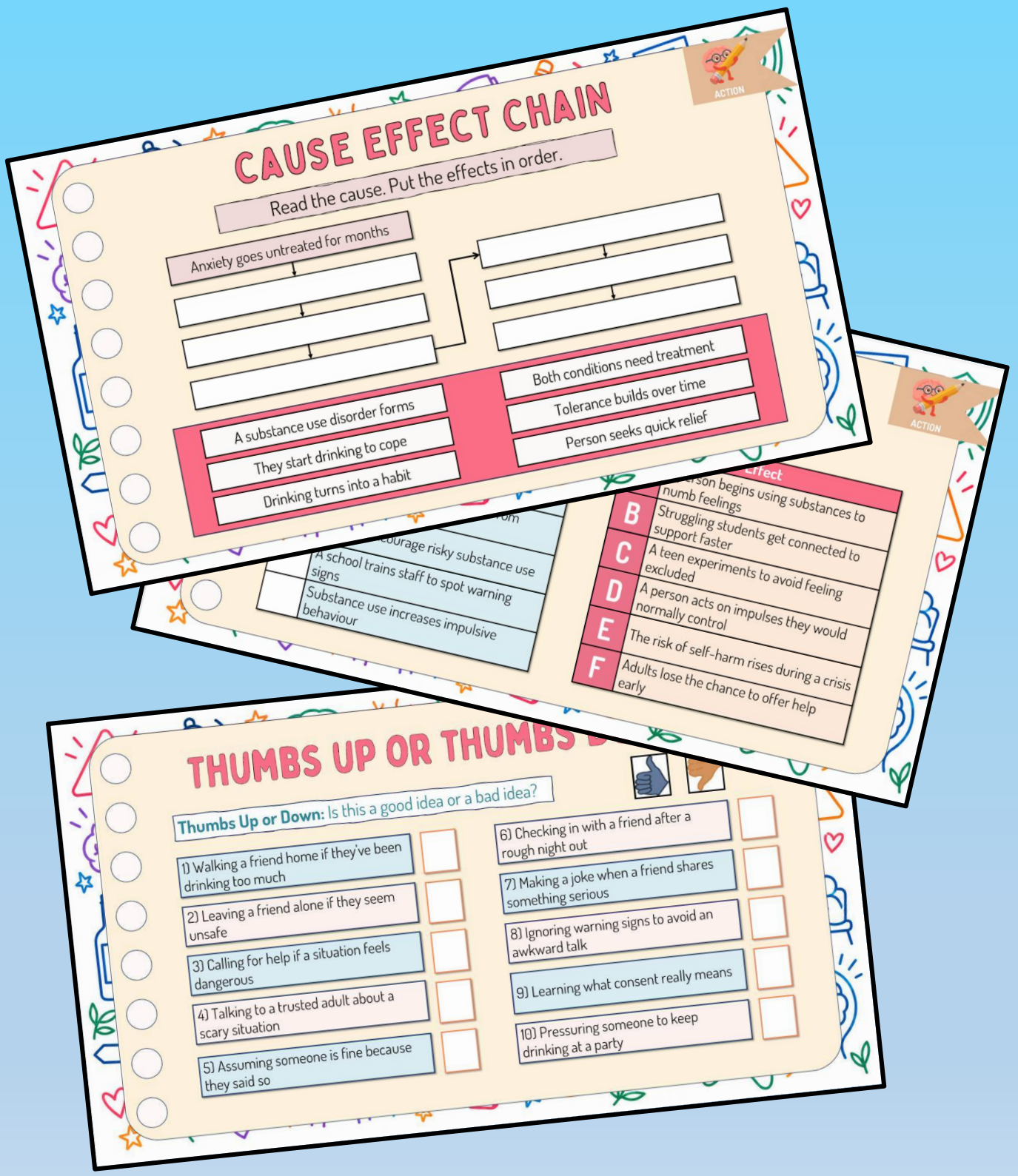
Substance Use, Addictions & Related Behaviours– Grade 8



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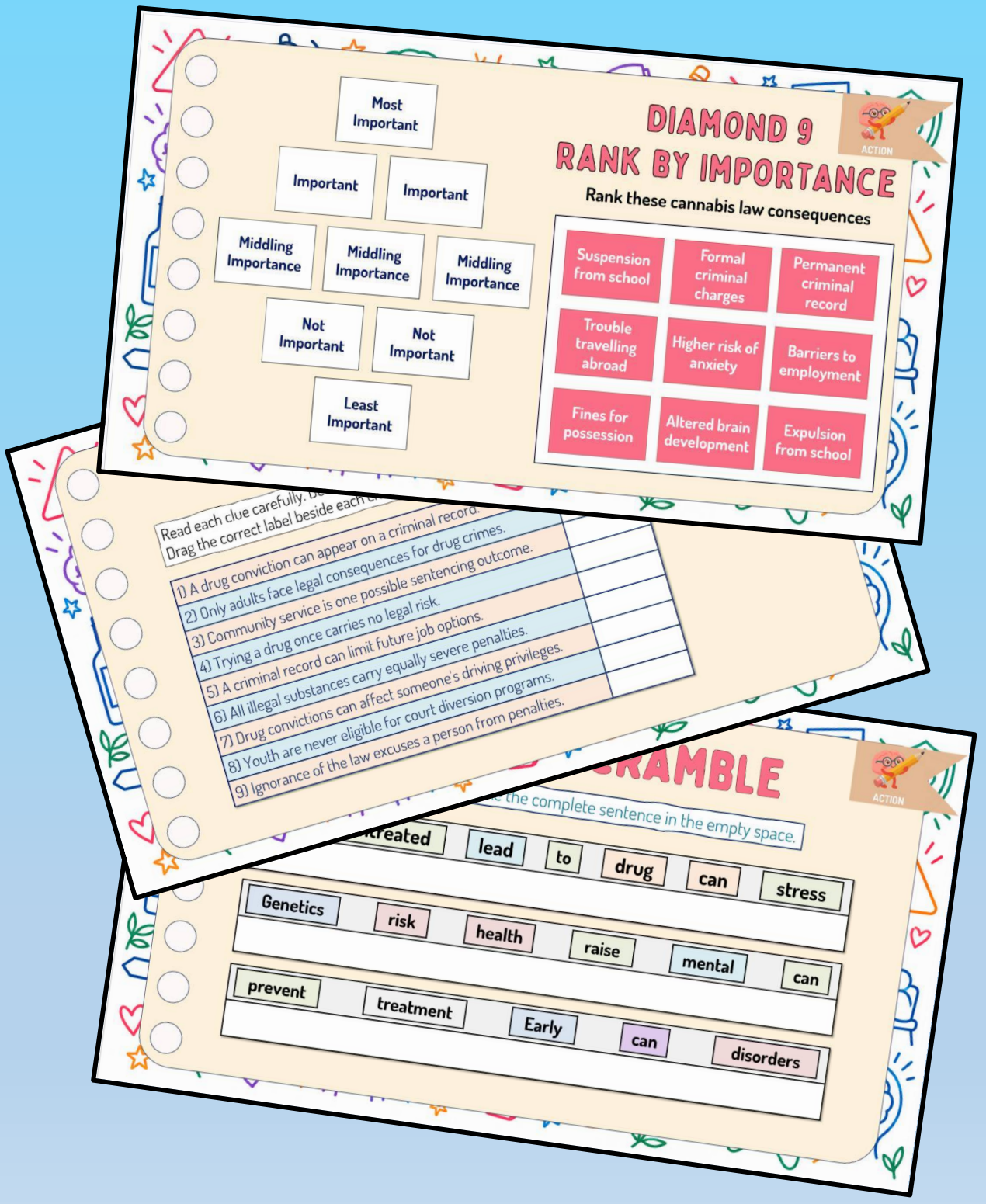

Workbook Preview

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Grade 8 – Health Unit

Substance Use Addictions Related Behaviours

	Expectations	Pages
	identify and describe the warning signs of problematic substance use and related behaviours	
D1.3	legal consequences connected with underage cannabis use; aggressive behaviours related to alcohol use that can lead to gender-based violence, dating violence, or sexual assault; overdose as a result of misuse of prescription medications, including pain relievers such as opioids, or as a result of taking illicit drugs; inability to make healthy decisions as a result of drug use; binge drinking and alcohol poisoning; injury, death, or legal charges resulting from accidents caused by impaired driving; self-harming behaviours related to having a mental illness such as depression that are exacerbated by substance abuse; fetal alcohol spectrum disorder [FASD] in children as a result of alcohol abuse by the mother during pregnancy)	6-124

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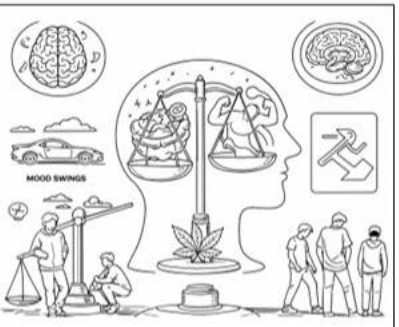
Understanding Substance Use and Behavioural Changes



What Happens When Substances Are Used

When people consume substances like alcohol, cannabis, or other drugs, chemicals in these substances can change the way their brain works. These changes can affect moods, emotions, and how someone behaves. Let's dive into how this happens and what it means for individuals and those around them.

Key Effects of Substances

Substances have a variety of effects on behaviour and personality. These effects can be temporary, but with continued use, can lead to more long-term changes.

- Mood Swings: Individuals might quickly shift from feeling happy to sad without a clear reason.
- Increased Risk-Taking: Substances can lower inhibitions, leading to choices that are risky or harmful, such as driving under the influence.
- Changes in Social Behavior: One might withdraw from friends and family or start hanging out with new groups who use substances.
- Difficulty Concentrating: Substances can affect the brain's ability to focus and make it harder to remember things.

Substance Use and the Brain

When substances enter the body, they can interfere with the brain's normal processing paths. Here are some ways they do this:

- Dopamine Levels: Many substances increase levels of dopamine, a chemical in the brain that makes you feel pleasure. This can lead to strong desires to use the substance again.
- Neuroplasticity: With regular use, the brain starts to adapt to the substance, can change the way it functions over time. This can affect personality and how someone responds to daily stress.

Important Statistics

To understand the magnitude of substance use and its effects among youth, consider these facts:

- A significant percentage of teenagers experiment with substances at some point.
- Substance use can lead to lower academic performance and increased absences from school.
- Early substance use is linked to a higher risk of developing substance use disorders later in life.

Understanding the link between substance use and changes in behaviour is crucial for making informed decisions. Recognizing the signs of substance use and knowing its effects can help individuals and their communities address these challenges effectively.

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True or False

Is the statement true or false?

1) Substances can affect mood and emotions.	True	False
2) All substance use leads to social withdrawal.	True	False
3) Dopamine levels decrease with substance use.	True	False
4) The brain adapts to regular substance use.	True	False
5) Early use increases risk of later substance disorders.	True	False

Multiple C[illegible]

Circle the letter of the correct answer.

1. What [illegible] substa[illegible]	A. Brain function	B. Height
2. Which is an e[illegible]bstan[illegible]	A. Better sleep	B. Mood swings
3. Substances can low[illegible]	[illegible]Inhibitions	B. Strength
4. What can change due to su[illegible]use	A[illegible]iour	B. Eye colour
5. How can substance use affect school performance?	[illegible]t imp[illegible] grades	B. It may lower academic [illegible]erformance

Questions

Answer the questions below.

1) What is dopamine, and how is it affected by substance use?

2) How can substance use impact academic performance?

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Pictionary with Substance Use Warning Signs

Objective

What are we learning about?

To enhance students' understanding and awareness of the warning signs of substance use through a visual and interactive game of Pictionary, focusing on behaviour changes, mental health impacts, and social withdrawal.

Materials

What you will need for the activity.

- Whiteboard or chalkboard or paper pad
- Dry-erase markers or chalk
- Cards with substances related to warning signs of substance use (prepared in advance)
- Timer



Instructions

How you will complete the activity.

1. Divide the class into two teams, ensuring a mix of abilities in each group.
2. Shuffle the cards with the substance use warning signs.
3. One student from the first team draws a card and tries to illustrate the term on the whiteboard without writing words or letters.
4. The student's team has 60 seconds to guess the term based on the drawing.
5. If the team guesses correctly, they earn a point. If not, the other team gets a chance to guess for a point.
6. Alternate turns between teams, with a new artist for each turn.
7. Keep the game light and respectful, emphasizing the importance of understanding these signs.
8. Continue the game until all cards have been used or as time allows.
9. Count the points, and briefly discuss the terms covered.

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Cards | Cut out the Pictionary cards below

Mood swings	Isolation
Anxiety	Depression
Anger	Fatigue
[illegible]oia	Insomnia
App[illegible]ges	Neglecting hobbies
Financ[illegible]ssu	Secretiveness
Memory lapses	Unexplained injuries
Weight loss	[illegible]ht gain
Poor hygiene	[illegible]odsho
Frequent sickness	Head[illegible]
Nausea	Shaking
Impulsivity	Lack of focus
Agitation	Tolerance increase
Borrowing money	Legal troubles
Relationship issues	Lying

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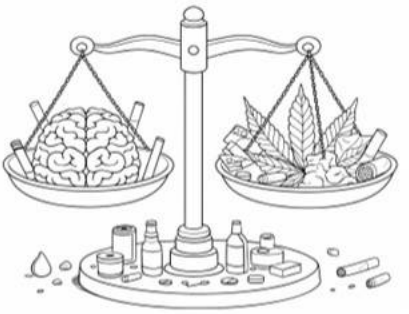
Mental Health and Substance Use

The Link Between Mental Health and Substances

Mental health and substance use are closely connected. Many individuals might use substances like alcohol, tobacco, or illegal drugs as a way to cope with mental health issues such as depression, anxiety, or stress. However, using these substances can lead to a cycle where mental health problems worsen over time.



How Subs ffect Mental Health

Substa ignificant impact on a person's mental health. Here are a few key p o under

- Temporary oblems: Substances might provide a short-term escape from health t they often exacerbate these problems in the long term.
- Dependency and Addi ubstances can lead to dependence and addiction, making it diffi ndiv nage without them.
- Changes in Brain Function: Substan way the brain functions, affecting mood, behaviour, and cog bilitie

Key Facts and Statistics

To better understand this issue, here are some i tan istics:

- Substance use can increase the risk of developing alth ders
- Alcohol is linked to a range of mental health problems, udin d anxiety.
- Cannabis use, especially in young people, can lead to condition ike phrenia or other forms of psychosis.

Exploring the Impact

The impact of substances on mental health varies depending on several factors, including the type of substance used, the amount, and the frequency. It's crucial to be aware of these impacts to make informed choices about substance use.

Prevention and Support

Awareness and education about the risks associated with substance use and mental health are vital. Seeking support from family, friends, or professionals can help individuals facing these challenges. Communities and schools play a critical role in providing resources and support systems for those in need.

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True or False

Is the statement true or false?

1) Alcohol has no link to mental health problems.	True	False
2) Cannabis use can lead to psychosis in youth.	True	False
3) All substances have the same effect on everyone.	True	False
4) Mental health issues can lead to substance use.	True	False
5) Education on substance use can prevent mental health problems.	True	False

Questio

nswer the questions below.

1) How might alc ption impact someone's mental health?

2) How can cannabis use affect young people's men ealth ifically?

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Summarize

Write a summary of the text including the main idea and supporting details.

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Tableaus on Substance Use Scenarios

Objective

What are we learning about?

To explore the consequences of substance use through the creation and analysis of visual tableaus, fostering a deeper understanding of the impact of such choices on individuals and their communities.

Materials

What you will need for the activity.



- A[illegible] scenarios
- Sp[illegible] the cl[illegible] outside where students can perform thei[illegible]
- Camera or [illegible] (opt[illegible] capture the tableaus for further ref[illegible]
- Reflection journal[illegible]

Instructions

How you wi[illegible]omp[illegible]

1. Divide the class into small groups, assigning e[illegible] diffe[illegible]enario related to substance use.
2. Each group discusses their scenario, deciding o[illegible] scene[illegible]rtray focusing on the consequences and emotions involv[illegible]
3. Students plan their tableau, deciding on their poses, expr[illegible]ions[illegible]ic elements to include that convey the scenario's message.
4. Allow time for rehearsal, encouraging students to think deeply about[illegible]essage they want to communicate.
5. Each group presents their tableaus to the class, holding their poses for about 20 seconds and moving to each subsequent pose to tell their story.
6. After each presentation, allow a brief moment for the audience to reflect silently on the tableau's impact.
7. If possible, take photos of each tableau for later analysis.
8. Lead a class discussion on the observed tableaus, focusing on the emotions, consequences, and messages conveyed.
9. Encourage groups to share their thought process and any challenges they faced in depicting their scenario.

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Description of Scene for Tableau

A group of friends, including Alex, attends a party where they're faced with the choice of trying substances for the first time. While some friends are curious, others feel uncomfortable and pressured. The scenario explores the dynamics of peer pressure, the courage to say no, and the importance of supporting friends in making healthy choices.

Jordan, a promising young athlete, is offered performance-enhancing drugs to boost their athletic performance. The scenario delves into the temptation of instant success versus the long-term consequences on health and integrity, including the reaction of teammates, coaches, and family.

Sam discovers their sibling, Casey, struggling with substance addiction. The scenario covers the discovery, confronting Casey, seeking help from adults, and the journey toward recovery. It focuses on the themes of family, support, and the challenges of overcoming addiction.

Riley is overwhelmed with school, extracurricular activities, and personal issues. They turn to substances as a way to cope with stress. The scenario explores the buildup of stress, the decision point, the consequences of substance use, and healthier coping mechanisms.

Harper sees constant social media posts glorifying substance use among celebrities and influencers. Intrigued but conflicted, Harper navigates the influence of social media, discerning reality from online personas, and making informed decisions amidst digital peer pressure.

A new student, Lee, is introduced to vaping as a harmless alternative to other substances. The scenario unpacks the misconceptions about vaping, the discovery of its health risks, the peer dynamics that encourage its use, and the decision to seek accurate information.

A group of friends, led by curiosity and the desire for new experiences, experiment with substances found at home. The scenario highlights the dangers of misuse of prescription drugs, the consequences of curiosity without caution, and the importance of awareness and education.

Morgan's family is affected by a parent's journey through substance addiction and recovery. This scenario sheds light on the impact of substance use on family dynamics, the process of recovery, the role of support groups, and the power of forgiveness and resilience.

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Reflection | Answer the questions below.

1) How did your tableau make you feel?

2) What ro[illegible]oes peer pressure play in substance use?

3) Was interpret[illegible] table[illegible]r challenging?

4) How do substance use choices affect communit[illegible]

5) Draw a 4 scenes depicting a tableau from a scenario on substance use that you did not perform.

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Substance Use & Isolation

Understanding Substance Use

Substance use involves consuming alcohol, drugs, or other substances that can alter one's mood and behaviour. While some might use these substances recreationally, misuse can lead to serious issues, including health problems, emotional instability, and social isolation.



Impact on S[illegible]al Connections

When indiv[illegible]ecome dependent on substances, their relationships with friends and family ca[illegible]ficantly. Here are key reasons why:

- C[illegible]tance dependence can make acquiring and using the substance a p[illegible]'s top [illegible]ershadowing relationships and responsibilities.
- Behavioural [illegible]s can alter a person's behaviour, making them act in ways that a[illegible] or un[illegible]o those around them.
- Trust Issues: Th[illegible]it an[illegible]viour often associated with substance misuse can erode trust, a [illegible] relationship.
- Withdrawal and Isolati[illegible]tions [illegible] individuals may withdraw from their social circles, leading to is[illegible].

Statistics to Know

- A significant number of individuals w[illegible] substan[illegible]e is[illegible]eport feeling isolated from friends and family.
- Substance use disorders increase the risk of [illegible]pin[illegible] issues, which can further contribute to social withdrawal.

Effects of Isolation

Isolation can have profound effects on an individual's mental and ph[illegible]ding increased risks of depression, anxiety, and physical health decline. I[illegible]us cycle where the individual uses more substances to cope with the isolation, furt[illegible]epening their dependency and exacerbating their isolation.

Key Terms

- Substance Dependence: A condition where a person's use of alcohol or drugs leads to health issues or problems at work, school, or home.
- Social Isolation: A state of complete or near-complete lack of contact between an individual and society.

Learning from Facts

By understanding the connection between substance use and social withdrawal, we can better support those struggling and foster healthier communities. Recognizing the signs of substance misuse and its impact on relationships is crucial for providing the right help at the right time.

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True or False

Is the statement true or false?

1) Substance use can change a person's behaviour.	True	False
2) Social withdrawal does not impact physical health.	True	False
3) Social isolation can improve mental health.	True	False
4) Substance dependence makes substances a top priority.	True	False
5) Substance use disorders can lead to mental health issues.	True	False

Questio

nswer the questions below.

1) How d s subs ffec relationships with friends and family?

2) Why do individuals with substance use isorders fee ted?

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Define

What do the terms below mean?

Isolation	
Substance Use	
Substance Dependence	

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Substance Use and Academic Impact

Understanding Substance Use

Substance use involves consuming alcohol, drugs, or other chemicals that affect a person's mind or body. While some substances are legal, like alcohol and prescription medications, others are illegal or used in ways not prescribed by a doctor. It's crucial to understand how these substances can impact various aspects of life, especially for students.



How Subst fect Students

Substan ificant effects on the brain, particularly in areas responsible for judgm learning, memory, and behaviour control. For students, this means s tance u ctly influence their academic performance in several ways:

- Decreased Concen Substances can make it hard for students to concentrate on studi tion in class.
- Memory Issues: Di what was taught in class or during study sessions.
- Poor Decision-Making: Inci like ping classes or not completing assignments.
- Mood Swings: Emotional instability disr m behaviour and peer relationships.

Key Facts and Statistics

- Attendance and Grades: Studies have shown that s who use ances regularly are more likely to have higher absentee rate ver d co ared to their peers who do not use substances.
- Risk Factors: Teenagers are at a higher risk due to peer pressur the ongoing development of their brains, which can make them more susc to the addictive qualities of substances.

Protecting Academic Performance

To safeguard academic achievements, it is important to:

- Encourage open discussions about the dangers of substance use.
- Promote healthy stress management techniques.
- Offer support and resources for those struggling with substance use.

Make sure, the choices you make today can have a lasting impact on your future. Making informed decisions and seeking help when needed can steer you away from the negative effects of substance use on your academic journey.

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True or False

Is the statement true or false?

1) Substance use can improve concentration in students.	True	False
2) Alcohol is an example of a substance.	True	False
3) Substance use affects memory and learning.	True	False
4) Substance use has no effect on academic performance.	True	False
5) Healthy stress management can protect academic performance.	True	False

Create

to support academic success and prevent substance use.

Goal for Success		
Healthy	ool Strategies	Support Systems

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Questions

Answer the questions below

1) What are two effects of substance use on students' academic perf

2) How does substance use affect a student's decision-making?

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Substance Use and Gender Violence

Understanding the Connection

Substance use and gender-based violence are two societal issues that have a complex and intertwined relationship. Research shows that the misuse of substances like alcohol and drugs can increase the risk of perpetrating or experiencing gender-based violence. This includes forms of violence such as physical, sexual, emotional, and psychological abuse, which can occur in various settings, including in[illegible]te relationships.



Key Facto[illegible]tistics

- Incr[illegible]duals who misuse substances are more likely to engage in a[illegible]ve beha[illegible]ich can lead to instances of gender-based violence.
- Impa[illegible]on Jud[illegible]stance use can impair an individual's judgment and self-control, ma[illegible]to[illegible]e anger and frustration in healthy ways.
- Vulnerability: [illegible]nder t[illegible]e of substances may be more vulnerable to becoming victim[illegible]end[illegible]ce due to reduced ability to consent or defend themselves.

Substance Abuse and Dating Vi[illegible]e

Dating violence refers to violence comm[illegible]per[illegible]ho is or has been in a social relationship of a romantic or intimate n[illegible]with the[illegible]. The connection between substance abuse and dating violence is significant, [illegible]bstan[illegible]can exacerbate tensions and lead to increased violence in these [illegible]onshi[illegible].

Essential Insights

- Increased Likelihood: Substance abuse can increase t[illegible]ood[illegible]h perpetrating and experiencing violence in dating relationships.
- Cycle of Violence: Substance use and dating violence can create[illegible]e contributes to the occurrence of the other, complicating efforts t[illegible]re[illegible]rom abusive situations.
- Prevention and Support: Recognising the signs of substance abuse and dating violence is crucial for prevention and providing support to those affected.

Empowering Knowledge

Students should be aware of the following key points:

- The significant role substance abuse plays in increasing the risk of gender-based and dating violence.
- The importance of understanding consent and the impact of substances on consent.
- Ways to support friends or loved ones who may be experiencing these issues.

This knowledge is essential for fostering a safer and more supportive community for everyone.

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True or False

Is the statement true or false?

1) Substance use decreases the risk of gender-based violence.	True	False
2) Alcohol can impair judgment and increase aggression.	True	False
3) Dating violence is unrelated to substance abuse.	True	False
4) Recognising signs of abuse can help prevent violence.	True	False
5) Support and prevention are key to addressing dating violence.	True	False

Questions

swer the questions below.

1) W ence?

2) How does substance use im ati

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Draw

Design a poster that raises awareness about the connect
substance use and gender violence.

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Substance Use and Self-Harm

Understanding the Link
Substance use and self-harm are two serious issues that often intersect, impacting individuals, especially teenagers, in various ways. It is essential to explore how these behaviours are connected to better understand and support those who may be struggling.

Key Factors and Statistics
Substance use refers to the consumption of alcohol, drugs, or other substances in a manner that is harmful to oneself. Self-harm, on the other hand, involves intentionally causing injury to oneself as a way to cope with emotional pain or distress. Studies show a significant correlation between these behaviours, suggesting that individuals who engage in substance use are at a higher risk of self-harming.

- Reasons for the Connection: The connection between substance use and self-harm can be attributed to various factors. These include trying to cope with negative emotions, the influence of peer pressure, and the impact of substances on mental health.

- Impact on Youth: Young people are particularly vulnerable to this dangerous cycle. Substance use can lower inhibitions and increase impulsivity, leading to self-harm. Conversely, those who self-harm may turn to substances as a form of self-medication.

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Prevention and Support
Understanding the signs of substance use and self-harm is crucial for prevention and early intervention. Here are some indicators to look out for:

- Changes in behaviour or mood
- Loss of interest in activities once enjoyed
- Unexplained injuries or a reluctance to explain them
- Increased secrecy about personal life or possessions
- Signs of substance use, such as finding drugs or alcohol among personal belongings



Taking Action
If you notice these signs in yourself or someone else, it is important to seek help. Talking to a trusted adult, such as a teacher, guidance counsellor, or family member, can be the first step towards getting the support needed.

Exploring the Connection
By learning about the link between substance use and self-harm, students can develop a deeper understanding of these complex issues. It is essential to approach these topics with empathy and openness, promoting a supportive environment for those who may be affected.

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True or False

Is the statement true or false?

1) Substance use is always safe for teenagers.	True	False
2) Self-harm is a coping mechanism for some.	True	False
3) Peer pressure can influence substance use.	True	False
4) Adults cannot help with substance use and self-harm.	True	False
5) Emotional pain can lead to self-harming behaviours.	True	False

Reflection

...out this chart based on what you learned.

Sit...n or Challeng...	W...o Can Help?	What Did You Learn?
Feeling stressed or overwhelmed and thinking of unhealthy coping methods		
Noticing a friend showing signs of self-harm or substance use		
Struggling with emotions and not knowing how to cope		

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Question

What does substance use refer to?

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Fact or Fiction – Substance Use and Self-Harm

Objective

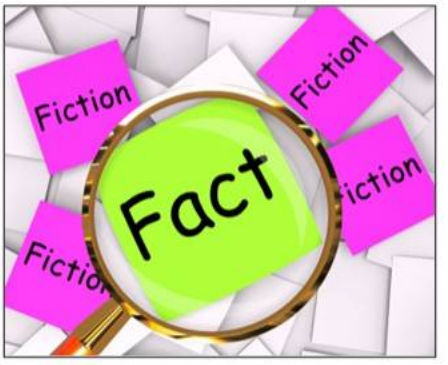
What are we learning about?

Students will identify important facts about the connection between substance use and self-harm and understand its effects on behaviour, emotions, and decision-making.

Materials

What will you need for the activity?

- Set of Fact or Statements about substance use and self-harm
- One "FACT" sign
- Open space in the classroom for students to move safely



Instructions

How will you complete the activity?

1. Explain to the class that they will listen to statements about substance use and self-harm and decide if each is Fact or Fiction.
2. Show the FACT and FICTION signs and explain what each means.
3. Read one statement aloud.
4. Give students time to think about whether the statement is true or false.
5. Students move to the FACT side if they believe the statement is true, or to the FICTION side if they believe it is false.
6. Ask a few students to explain why they chose that side.
7. Reveal the correct answer and briefly explain, emphasizing awareness, prevention, and seeking help.
8. Students return to their seats and prepare for the next statement.
9. Repeat until all statements have been discussed.

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Fact or Fiction Read the statements to the class.

#	Statement	Fact or Fiction
1	Substance use can increase the risk of self-harm.	Fact
2	Alcohol and drugs can affect a person's judgment and decision-making.	Fact
3	Subs use always makes people feel better.	Fiction
4	bstances to cope with stress or emotional pain.	Fact
5	Only adu d b bstance use and self-harm.	Fiction
6	Substance us mak ot l stronger or harder to control.	Fact
7	Teenagers are mor rable to aviours, including self-harm.	Fact
8	Trying substances once cannot le mful s.	Fiction
9	Peer pressure can influence some e to try anc	Fact
10	Self-harm is just a way to get attention.	Fiction
11	Substance use can lower inhibitions and increase acti	Fact
12	Self-harm is often linked to emotional distress.	
13	Getting help from a trusted adult can prevent harmful situations.	Fact
14	Substance use helps people solve their problems permanently.	Fiction
15	Substance use can negatively affect mental health.	Fact
16	People struggling with self-harm may hide their injuries.	Fact
17	It is easy to stop using substances anytime.	Fiction
18	Support from friends and family can make a big difference.	Fact
19	Talking about self-harm will make things worse.	Fiction
20	Early intervention can help prevent serious consequences.	Fact

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D1.3

Exit Cards

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

Name: _____

What are warning signs that someone may be struggling?

Name: _____

What are warning signs that someone may be struggling?

Name: _____

What are warning signs that someone may be struggling?

Name: _____

What are warning signs that someone may be struggling?

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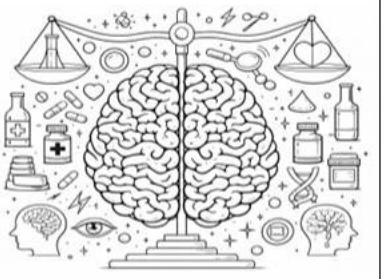
D1.3

Substance Use and Mental Illness

The Two-Way Street



Substance use and mental health disorders often exist in a complex, intertwined relationship, where each can significantly influence the development and outcome of the other. Understanding this dynamic is crucial for both prevention and treatment strategies.

Understanding the Link

Substance [illegible]n lead to mental health disorders, and mental health con[illegible]an also lead to substance use or abuse. This cycle can create a challengi[illegible]t for individuals affected by either or both conditions. Here are some [illegible]

- Sub[illegible]zes as [illegible]echanism: Individuals might use alcohol, drugs, or other substances [illegible]ope[illegible] the symptoms of mental health disorders such as anxiety, dep[illegible] stres[illegible]
- Substance-Indu[illegible]sord[illegible]us substance use can lead to the development of mental health di[illegible]d[illegible]xa[illegible]olonged alcohol use can result in depression, and the use[illegible]ances[illegible]uana can increase the risk of psychosis in vulnerable individuals.
- Shared Risk Factors: Both substance [illegible]der[illegible]mental health conditions share common risk factors, including gene[illegible]nerabil[illegible]xp[illegible]ure to trauma, and stress.

Key Facts and Statistics

- Up to 50% of individuals with severe mental di[illegible]ers[illegible]ubstance abuse.
- Youth with substance use disorders are twice as lik[illegible]uffer fro[illegible]d and anxiety disorders.
- Alcohol is involved in 1 out of every 3 incidents of violent [illegible]avio[illegible]

Prevention and Intervention

Understanding the link between substance use and mental health is vital f[illegible]eveloping effective prevention and treatment strategies. Here's a list of approaches that can make a difference:

- Early Identification: Recognising early signs of mental health disorders or substance use can lead to earlier intervention and better outcomes.
- Integrated Treatment Programs: Programs that address both substance use and mental health disorders simultaneously offer more comprehensive care.
- Education and Awareness: Increasing awareness about the risks of substance use and the importance of mental health can help reduce stigma and encourage individuals to seek help.

By exploring the intricate relationship between substance use and mental health, we can better support those affected and work towards more effective solutions.

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True or False

Is the statement true or false?

1) Substance use can lead to mental health disorders.	True	False
2) Mental illness always causes substance abuse.	True	False
3) Alcohol use can result in feelings of depression.	True	False
4) Stress is unrelated to substance use and mental health.	True	False
5) Genetic[illegible] influence substance use and mental health.	True	False

Direct[illegible]

[illegible] that show healthy choices for mental health and substa[illegible]evention.

❑ Talking to a t[illegible]dult	❑ Supporting friends
❑ Using substances to c[illegible]	❑ Learning about risks
❑ Practising healthy coping ([illegible]se, hobbies)	❑ [illegible]nuing harmful habits
❑ Ignoring mental health problems	❑ [illegible]ding [illegible]al health discussions
❑ Asking for help	❑ [illegible]lievi[illegible]h[illegible] solve problems

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Questions

Answer the questions below.

1) What is one reason individuals might use substances?

2) How can early identification help individuals with substance use and mental health disorders?

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Legal Effects of Substance Misuse

Understanding Substance Misuse



Substance misuse involves the harmful or hazardous use of psychoactive substances, including alcohol and illicit drugs. This can lead to addiction, physical harm, and significant legal troubles. For grade 8 students, it's crucial to understand that while experimenting may seem like a rite of passage, the consequences can be life-altering.

Key Legal C uences

When som ught using or distributing illegal substances, they can face a variety of legal p s alties can vary greatly depending on the substance, the amount involv d the ju Here are some of the most common legal consequences:

- Criminal Ch sio e, or distribution of illegal substances can lead to criminal ch ing fr emeanours to felonies.
- Fines and Sente Con esult in hefty fines, community service, or even imprisonment.
- Record Impact: Having i l rec verely impact future opportunities, such as employment, education, ave
- Driving Restrictions: In many places, vict an result in the loss of driving privileges.

Substance Categories and Penalties

Different substances are categorised by their po for l implications. Here's a simplified breakdown:

- Schedule I: High abuse potential, no accepted medica he SD) enalties for possession or distribution are typically the most sever
- Schedule II-V: Varying degrees of abuse potential, some accepte .g., cocaine, prescription painkillers). Legal consequences vary but are ge less severe than Schedule I substances.

Protecting Your Future

Understanding the legal ramifications of substance misuse is essential. Here are key points to remember:

- Substance misuse is not just a personal issue; it's a legal one.
- The consequences of drug charges can last a lifetime.
- Making informed choices helps protect your future opportunities.

Learning From Mistakes

Mistakes happen, but it's important to learn from them. Education on substance misuse and its legal consequences can guide better decision-making, ensuring a brighter, more secure future.

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True or False

Is the statement true or false?

1) Substance misuse can lead to addiction.	True	False
2) Legal penalties only include fines.	True	False
3) A criminal record can impact future opportunities.	True	False
4) Driving privileges are unaffected by drug convictions.	True	False
5) Educati[illegible]bstance misuse can guide better decisions.	True	False

Ques[illegible]

[illegible]he questions below.

1) What are som[illegible]al leg[illegible]s for substance misuse?

2) What are the differences between the substanc[illegible]?

3) How can getting a criminal record affect you when you are older?

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Role Play on Legal Consequences

Objective

What are we learning about?



To help students understand the legal consequences of substance use, such as impaired driving or underage use, through engaging role play that simulates interactions with the police and court system.

Materials

What you will need for the activity.

- S[illegible]io cards [illegible]rent situations related to substance use and its legal consequence
- Props to s[illegible]te [illegible]urt se[illegible](e.g., a gavel, chairs for a judge and witnesses, etc.)
- Costume piec[illegible]pres[illegible] roles (police officer, judge, defendant, etc.)
- A "courtroom" se[illegible]n th[illegible]

Instructions

How you w[illegible]omp[illegible]ity

1. Divide the class into small groups a[illegible] assign e[illegible]grou[illegible]enario card.
2. Each group discusses their scenario and d[illegible]on ro[illegible]o[illegible] member (police officer, judge, defendant, lawyer, etc.).
3. Allow time for students to prepare their roles, using [illegible]d c[illegible]s a[illegible]eeded.
4. Set up the classroom to resemble a courtroom where the role[illegible] performed.
5. One group at a time performs their scenario in front of the class, sim[illegible]ing the process from police interaction to court proceedings.
6. After each performance, allow a brief Q&A session where students can ask questions about the scenario.
7. Encourage students to focus on the legal processes and consequences depicted in their role play.
8. Discuss as a class the different legal outcomes based on the decisions made in each scenario.
9. Conclude with a reflective discussion on the importance of understanding legal consequences and making responsible choices.

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Scenarios	Role-Play Scenarios

Late at night, Alex decides to drive home after attending a party where they consumed alcohol. On the way, Alex is stopped by Officer Lee for erratic driving. The scenario leads to a sobriety test and charges.

Jamie ho[illegible] party while their parents are out of town, and alcohol is served to under[illegible]nds. Neighbours complain about the noise, leading to Officer Singh [illegible]scovering the underage drinking.

After consu[illegible]abis, [illegible]nd Chris decide to shoplift snacks from a local convenien[illegible]re. T[illegible]ght on camera, and Officer Martinez must intervene, leading to [illegible]n the [illegible] substance use.

Taylor uses a fake ID to purchase [illegible]ol but [illegible]ught by the store clerk who calls the police. Officer Chen arrives to [illegible]dle [illegible]uation, leading to a charge for identity fraud and underage a[illegible] pur[illegible]

After vaping in the school bathroom, Jordan and a g[illegible]p of [illegible]lize school property. The school's security cameras capture th[illegible]pal Gomez must address the vandalism and substance use. The pol[illegible] called.

During a routine locker check, Principal Patel finds controlled substances in Avery's backpack. Officer Kim is called to the school to address the legal implications of possession on school grounds. Charges are laid.

After consuming alcohol, Riley sends harmful messages online to a classmate. The situation escalates until Teacher Lopez intervenes, leading to a discussion on the impact of substance use on decision-making and cyberbullying.

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Reflection Answer the questions below.

1) How do legal consequences affect individuals?

2) What di[illegible]earn about the court system?

3) How does impaire[illegible]

4) Why is understanding legal consequences important?

5) What are some alternatives to fines and incarceration for remorseful youth. Research Youth court diversion.

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Legal Risks of Underage Cannabis Use

Understanding Cannabis Laws

In Canada, cannabis was legalised for adults over the age of 18 or 19, depending on the province, through the Cannabis Act of 2018. This law aims to prevent young people from accessing cannabis, protect public health, and deter criminal activity. However, for those under the legal age, possessing, using, buying, or growing cannabis remains illegal.



Legal Consequences for Minors

Underage [illegible]bis use carries several legal risks and consequences. It's import[illegible]u to understand these implications:

- Fi[illegible] [illegible]inors caught with cannabis could face fines or, in some cases, c[illegible] charge[illegible]erity of the penalty often depends on the amount of cannabis and w[illegible]ether i[illegible]offe[illegible]ce.
- Impact on [illegible]eing [illegible] with cannabis at school can lead to suspension or expulsion, aff[illegible]our e[illegible]d future opportunities.
- Criminal Record: [illegible]nd[illegible]y, underage cannabis use can lead to a criminal record, maki[illegible]r to t[illegible]t a job, or apply to post-secondary institutions in the future.

Key Facts and Statistics

- Legal Age: The minimum legal age f[illegible]nabis [illegible]e[illegible]cross Canada; it's 19 in Ontario.
- Possession Limits: Legal-aged individuals c[illegible]sess [illegible]ms of dried cannabis (or its equivalent) in public.

Health and Safety Concerns

Cannabis use at a young age can have long-term effects on [illegible]brai[illegible] mental health, and physical well-being. Here are key points to reme[illegible]

- Brain Development: Cannabis use can alter the development of the te[illegible]brain, affecting memory, concentration, and decision-making skills.
- Mental Health: There's a strong association between frequent cannabis use in youth and an increased risk of mental health issues, including depression and anxiety disorders.

Protecting Yourself and Others

Understanding the legal implications of underage cannabis use is crucial. Here are steps to stay informed and make safe choices:

- Educate yourself and your peers about the risks and legal consequences.
- Engage in open discussions with family, teachers, and mentors about cannabis and other substances.
- Seek support if you're facing pressure to use cannabis or if you're struggling with substance use.

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True or False

Is the statement true or false?

1) Cannabis was legalized for all Canadians in 2018.	True	False
2) Minors can face fines for possessing cannabis.	True	False
3) Cannabis use does not affect brain development.	True	False
4) Schools may expel students caught with cannabis.	True	False
5) Underage cannabis use can lead to a criminal record.	True	False

Fill in the

Circle the word that would complete the sentences.

1)	Und ge ca an lead to legal _____.	consequences	rewards
2)	Cannabis is r peo he legal _____.	age	height
3)	Being caught wit ___ or penalties.	prizes	fines
4)	Cannabis use can affect brai	development	colour
5)	Underage use may lead to a crimina _____.	record	schedule

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Questions

Answer the questions below.

1) How does cannabis affect the developing brains of teenage

2) What are two long-term effects of underage cannabis use?

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Cannabis Risk Prevention Match-Up

Instruction Given key risks and consequences of underage cannabis use, think about strategies, supports, or actions that can help prevent or reduce these risks. Write your ideas in the space provided.



Legal Consequences

Brain Development



Mental Health and Behaviour



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Peer Pressure and Decision-Making



ct on Education and Future Opportunities



Family and Social Relationsh

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D1.3

Exit Cards

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

Name: _____

3 key words about the lesson

_____

_____

_____

2 questions I have:

_____

_____

1 Most important thing I've learned today:

_____

_____

Name: _____

3 key words about the lesson

_____

_____

_____

2 questions I have:

_____

_____

1 Most important thing I've learned today:

_____

_____

Name: _____

3 key words about the lesson

_____

_____

_____

2 questions I have:

_____

_____

1 Most important thing I've learned today:

_____

_____

Name: _____

3 key words about the lesson

_____

_____

_____

2 questions I have:

_____

_____

1 Most important thing I've learned today:

_____

_____

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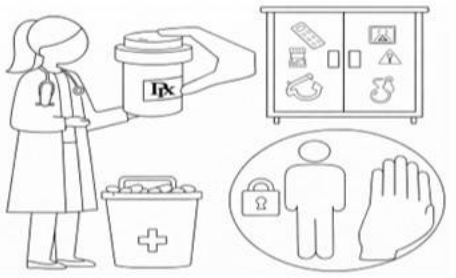
Prescription Medication Risks

Understanding Prescription Drugs

Prescription medications are drugs that doctors prescribe to help patients with their health issues. These can range from pain relief to managing chronic conditions like heart disease or diabetes. While these medications are beneficial when used correctly, misuse can lead to serious health risks, including addiction and overdose.



Risks of Mi

Misusing p on drugs means taking medication in a way or dose ribed, taking someone else's prescription, or taking the medication for th misuse can have severe consequences.

- Addiction: Ce ptic drugs, especially opioids and benzodiazepines, can lead to physical and n. Addiction is a chronic disease that affects the brain's structu functi individuals to compulsively seek out the drug despite harmful c
- Overdose: Taking too f presc ug can lead to overdose, which can be fatal. Symptoms of overd de e type of medication but can include confusion, seizures, slow hea ate, hing.

Key Facts and Statistics

- In Canada, nearly 1 in 4 people has used opi the p mong these, a significant number report misuse of these me ons
- Prescription drug misuse is one of the leading cau dental in Canada.
- Adolescents and young adults are at a higher risk for p ion misu

Preventing Misuse

To prevent the misuse of prescription drugs, it is important to:

- Follow the Prescription: Always take medication exactly as prescribed by a healthcare provider.
- Store Safely: Keep medications in a secure place where others cannot access them.
- Dispose Properly: Dispose of unused or expired medications safely to prevent misuse.

Understanding the Dangers

Recognising the risks associated with prescription medication misuse is crucial. By following guidelines and being informed about the potential for addiction and overdose, individuals can make safer choices regarding their use of these drugs.

Educating yourself about the risks and how to prevent misuse can help protect your health and well-being.

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D1.3

True or False

Is the statement true or false?

1) Prescription drugs are safe for everyone.	True	False
2) Misuse can lead to physical dependence and addiction.	True	False
3) All medications have the same risk of overdose.	True	False
4) Adolescents are at a high risk for drug misuse.	True	False
5) Safe disposal of medications prevents misuse.	True	False

Questions

...ver the questions below.

1) Wh...s misu...p...cription drugs mean?

2) Why is it important to dispose of unu...edicati...pp...ly?

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Define

What do the terms below mean?

Prescription Medication	
Overdose	
Addiction	

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Smart Choices: Prescription Medication Safety

Making safe choices about medication is important for your health. Read the situation and complete each step to guide your decision.

You have been feeling unwell during school, and your friend notices. They offer you their prescription medicine, saying it helped them feel better before and that it should work for you too. You are tempted because you want quick relief, but you are unsure if it is safe since the m icine was not prescribed for you. Your friend insists it is harmless and encourage take it.

PREVIEW

What i Prob What dec on do you need to m		
What Do You Need to Know? List important facts and possible risks.		
What Are Your Choices? List at least 3 safe and possible options.		
Think It Through (Pros & Risks)	**Pros**	**Co**
Make a decision		

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Smart Choices: Prescription Medication Safety

Making safe choices about medication is important for your health. Read the situation and complete each step to guide your decision.

You have an important test the next day and feel unprepared. A classmate suggests taking medication that helps people stay awake longer and focus better. They say many students use it during exams. You feel pressured because you want to do well, but you are unsure about the r

What is t Probl What on do you need o make		
What Do You Need to Know? List important facts and possible risks.		
What Are Your Choices? List at least 3 safe and possible options.		
Think It Through (Pros & Risks)	**Pros**	**Co**
Make a decision		

PREVIEW

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Understanding Opioid Misuse

The Opioid Crisis Explained

Opioids are a class of drugs that include both prescription medications, such as painkillers, and illegal substances like heroin. Initially prescribed to treat pain, opioids have a high potential for misuse due to their powerful effect on the brain, leading to dependency and addiction.



Key Facts a Figures

Understand scope of the opioid crisis involves looking at some alarming statistics:

- In rec e has been a significant increase in opioid-related deaths, with th losing their lives.
- Pr tion opi common starting point for many individuals before transi ning t nt a dangerous substances.
- The crisis h ead i affecting people of all ages and backgrounds across the country.

How the Crisis Affects Indi

Opioid misuse can lead to a r alt luding:

- Addiction: The powerful effec opi ead to dependency.
- Overdose: Taking a large quantity of an be eading to thousands of deaths annually.
- Mental health: Misuse often co-occurs with me ealth es, such as depression and anxiety.

Impact on Communities

The opioid crisis has far-reaching effects on communities, in

- Healthcare Strain: Increased emergency room visits and the eed nent services.
- Social Impact: Families and communities face the loss and grief of love contributing to societal stress.
- Economic Costs: The crisis places a heavy burden on public health resources and law enforcement.

Understanding and Action

It's crucial for communities to come together to address the opioid crisis. This involves:

- Education: Raising awareness about the risks of opioid misuse.
- Support: Providing resources and support for those affected by addiction.
- Prevention: Implementing strategies to prevent opioid misuse and overdose.

By learning about the opioid crisis, students can better understand the complex challenges it presents and contribute to meaningful discussions on how to address this issue in their communities.

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D1.3

True or False

Is the statement true or false?

1) Opioids are only illegal substances like heroin.	True	False
2) Prescription opioids can lead to addiction.	True	False
3) The opioid crisis affects only adults.	True	False
4) Thousands of Canadians have died from opioid overdoses.	True	False
5) Education can help prevent opioid misuse and overdose.	True	False

Questions

Answer the questions below.

1) How does the opioid crisis affect individuals?

2) How does the opioid crisis affect communities?

3) How can we stop the opioid crisis?

PREVIEW

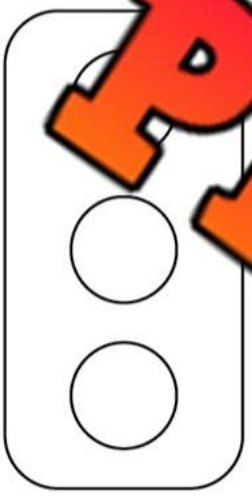
Curriculum Connection
D1.3

Exit Cards

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

Name: _____

Colour the light that matches how you feel after today's lesson.



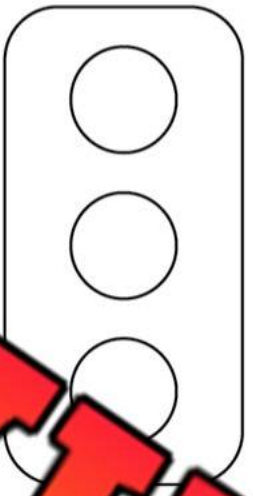
Stop! I don't understand.

Slow down! I need more help.

Go ahead! I understand it.

Name: _____

Colour the light that matches how you feel after today's lesson.



Stop! I don't understand.

Slow down! I need more help.

Go ahead! I understand it.

Name: _____

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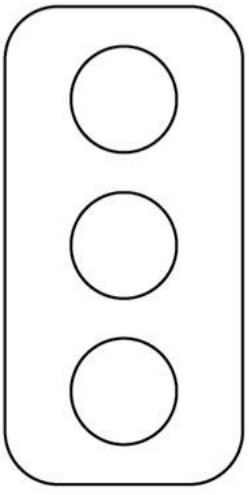


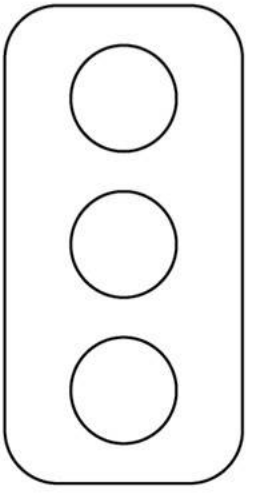
Stop! I don't understand.

Slow down! I need more help.

Go ahead! I understand it.

Name: _____

Colour the light that matches how you feel after today's lesson.



Stop! I don't understand.

Slow down! I need more help.

Go ahead! I understand it.

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Illicit Drug Use and Overdose

Understanding Illicit Drugs



Illicit drugs, often known as illegal or controlled substances, are drugs whose manufacture, sale, or use is prohibited by law. These substances can have significant effects on an individual's health, well-being, and overall life. It's crucial for us, especially as young individuals, to understand the risks and consequences associated with the use of these drugs.

Key Risks of Drug Use

- Health complications: Using illicit drugs can lead to severe health issues, including heart problems, liver disease, and mental health disorders such as anxiety, depression, and psychosis.
- Addiction: Many illicit drugs are highly addictive, leading to a cycle of dependence that can be challenging to break. This dependence often negatively impacts one's personal, academic, and professional life.
- Overdose Risks: Consuming illicit drugs can lead to fatal or non-fatal consequences, including coma, brain damage, and death. The risk is higher with illicit drugs due to their unregulated nature; users may not know the strength or purity of the substance.

Illicit Drug Statistics

To understand the gravity of illicit drug use, let's look at some statistics:

- Increase in Overdoses: Recent years have seen a significant increase in drug overdose deaths, with opioids being a leading cause.
- Youth Impact: A considerable percentage of drug users begin using drugs in their teens, with experimentation often starting in the teenage years.

How Drugs Affect Communities

Illicit drug use doesn't only affect the individual; it impacts families, friends, and communities. Here are key aspects:

- Public Health: Increases in drug use strain public health systems, leading to higher costs for treatment and rehabilitation.
- Crime and Safety: Areas with high drug use often see increases in crime, affecting community safety and well-being.

Protecting Yourself and Others

Knowledge and understanding are our best tools in preventing drug misuse. Here are ways to stay informed and safe:

- Education: Learning about the effects of drugs helps in making informed decisions.
- Support Systems: Having a strong network of friends and family to talk to about pressures and problems can reduce the risk of turning to drugs for escape.
- Seeking Help: If you or someone you know is struggling with drug use, reaching out to a trusted adult, healthcare provider, or support service can make a significant difference.

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True or False

Is the statement true or false?

1) Illicit drugs are legal substances.	True	False
2) Addiction is a risk of using illicit drugs.	True	False
3) Crime rates drop with increased drug use.	True	False
4) Overdosing on drugs can lead to death.	True	False
5) Education can help prevent drug misuse.	True	False

Describe

how each person might feel in a situation involving illicit drug
dose.

Person Using the Drug:	
Person Who Sees the Situation:	
Person at Risk of Overdose / Affected Individual:	

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Questions

Answer the questions below.

1) How does illicit drug use affect communities?

2) What are two ways to protect yourself from drug misuse?

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D1.3

Music and Lyrics Analysis

Objective

What are we learning about?

To foster critical thinking and media literacy among students by analyzing the portrayal of substance use in music lyrics, understanding its potential impacts on audiences and society.



Materials

What you will need for the activity.

- Te[illegible]et access for students to research music.
- A[illegible]to audio [illegible]equipment (e.g., computer, speakers)
- Note[illegible]oks an[illegible]tud[illegible]nts to write their observations and answers to reflection questions

PREVIEW

Instructions

How [illegible]ompl[illegible]e activity

1. Introduce the activity by dis[illegible]sing [illegible]f media literacy and how music can influence perceptions and beh[illegible]relate[illegible]bstance use.
2. Divide the class into small groups and have [illegible]group[illegible]ferent song that mentions substance use. Discuss the impact[illegible]e s[illegible].
3. Encourage each group to consider the artist's persp[illegible]e co[illegible]n which the song was released, and the audience's possible interpre[illegible]n.
4. Have each group summarize their findings and share with the c[illegible]s, h[illegible]ing key points from their discussion.
5. Have each group provide a printout of their song's lyrics and play the song for the class. Ask students to listen carefully and read along with the lyrics.
6. After listening, lead a class discussion on the varied portrayals and impacts of substance use in the songs analyzed.
7. Ask students to reflect on the broader implications of these portrayals in music on society's perceptions of substance use. How are listeners affected?
8. Conclude by reinforcing the importance of critically analyzing media content and recognizing its influence on attitudes and behaviours.

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Planning Answer the questions below.

1) Which song did you choose?

2) Who is the artist of this song?

3) Write o[illegible]om the song that mentions substance abuse.

4) Analyze the lyric and descri[illegible]hea[illegible]

5) How might this song influence someone to try drugs?

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D1.3

Planning | Answer the questions below.

6) What emotions or behaviours do you think this song is trying to evoke regarding substance use?

7) Do[illegible] consequences or lessons about substance use? Explain.

8) Discuss whether the song glamorizes substance[illegible] or po[illegible]it negatively.

9) How does the genre of music influence the message about substance use?

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D1.3

The Consequences of Binge Drinking

"Risks of Binge Drinking"

Publish Date: March 10, 2024

Binge drinking, a term often heard but not always understood, refers to consuming a large amount of alcohol in a short period. This practice has become a worrying trend, especially among young people, posing significant health risks that many are unaware of. Experts and those who have experienced its effects first-hand are shedding light on the serious consequences it can entail.

Dr. Amina Patel, a leading researcher in the field of addiction and alcohol-related diseases, emphasizes the dangers of binge drinking. "When individuals binge drink, they are not only at risk of immediate harm such as accidents and poor decision-making but are also exposing themselves to long-term health issues like liver disease, heart problems, and mental health disorders," she explains. This aligns with the definition by health authorities, which state binge drinking as consuming five or more drinks for men, and four or more for women, in about two hours.

A testimony from Alex Chen, a university student who has witnessed the effects of binge drinking first-hand, brings a human aspect to the issue. "I've seen friends struggle with academic and social problems after nights of heavy drinking. It's not just the hangover; it's the missed classes and the strain on relationships," Alex shares, highlighting the immediate consequences that can disrupt daily life and the pursuit of future goals.

Statistics show that binge drinking is not just a problem among university students but affects a wide age range. According to recent studies, approximately 1 in 6 adults in the country engages in binge drinking four times a month, with an average of seven drinks per binge. This behaviour significantly increases the risk of developing chronic diseases and contributes to over 3,000 deaths annually related to alcohol use.

Binge drinking has a profound impact on mental health, contributing to issues such as anxiety, depression, and even suicidal thoughts in individuals, whose brains are still developing and particularly vulnerable to its effects.

As awareness grows, it's crucial for communities to come together to address binge drinking. Educational programs, counselling services, and policy changes are among the strategies being implemented to reduce its prevalence. The aim is not only to inform individuals about the risks but also to provide support for those struggling with alcohol misuse, creating a healthier and safer environment for all.

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Curriculum Connection
D1.3

True or False

Is the statement true or false?

1) Binge drinking can lead to heart problems.	True	False
2) Binge drinking has no effect on mental health.	True	False
3) Binge drinking causes immediate and long-term effects.	True	False
4) Only university students binge drink.	True	False
5) Educational programs can help reduce binge drinking.	True	False

Questio

Answer the questions below.

1) How [illegible] do 1[illegible] engage in binge drinking a month? Is that a problem?

2) What long-term health issue ca[illegible] bing[illegible] ca[illegible]

PREVIEW

Word Search

Find the words in the wordsearch.

Drink	Liver
Heart	Brain
Amina	Study
Risk	Youth
Aware	Help
Plans	Safe
Care	Harm

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

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D2.3

Activity – Binge Drinking Consequences Role Play

Objective — What are we learning about?



Help students understand how binge drinking affects behaviour, health, and decision-making, and encourage them to p[illegible] making safe and responsible choices.

Materi[illegible] you need for the activity?

- Scenario c[illegible] related to binge drinking (peer pressure, parties, risky decisions)
- Pencil and paper
- Simple props (optional: cup[illegible] ams, etc.)
- Space in the classroom for role-pl[illegible]

Instructions — How will you complete the a[illegible]?

1. Explain that alcohol, especially binge drinking, can affe[illegible] nd decision-making.
2. Read and discuss examples of binge drinking consequences (e.g., ac[illegible]s, poor choices, academic problems, mental health issues).
3. Divide the class into small groups and give each group a scenario card.
4. Ask each group to identify what is happening, the risks involved, and possible consequences.
5. Let groups act out their scenario, showing both the negative effects of binge drinking and a safer, responsible choice.
6. After each role play, discuss as a class what could have been done differently and how to avoid similar situations.

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D2.3

Scenario Cards Cut out the topics below.

Scenario	Key Moments/Descriptions
Peer Pressure to Drink	You are at a party where friends are drinking alcohol. Someone offers you a drink and says, "Everyone is doing it." Others encourage you so you won't feel left out. You feel pressured and think about what choice you should make.
Party Drinking Challenge	gathering, people are doing a drinking challenge to see ink the most. Your friends invite you to join. You eel don't want to look weak. Think about the your
Seeing Alcohol in Movies	While watchin ie, ch rs drink a lot and still seem fine and happy. So friend it looks fun and harmless. You think ab whet ws the real consequences.
Social Media Influence	You see posts online of teens drinking and ha n at parties. The posts don't show any negative effects. You wonder if it's safe since many people are doing it.
Wanting to Fit In	A group you want to be friends with drinks alcohol during hangouts. They invite you to join so you can belong. You feel unsure but want to fit in. Think about a healthy choice.

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D1.3

Scenario Cards Cut out the topics below.

Scenario	Key Moments/Descriptions
Family Member Who Drinks Often	Someone at home drinks regularly during gatherings. You start to think it is normal behaviour. You consider how this might influence your own decisions about alcohol.
Stress and Dr[illegible]	[illegible]eel stressed about school and hear others say drinking [illegible]elps t[illegible]lax. You consider trying it to feel better. Think [illegible]bo[illegible]cope.
Celebration Drinking	At a celebrati[illegible]lder te[illegible]e [illegible]king alcohol and encouraging younger [illegible]nts t[illegible]t this once." You feel tempted but unsure a[illegible]nseq[illegible].
Drinking Before an Event	Friends suggest drinking alcohol before a sch[illegible]vent to feel more confident and have fun. You think about how it might affect your behaviour and safety.
Ignoring the Risks	You hear about someone getting sick from drinking too much, but others say it rarely happens. Your friends still plan to drink. You think about whether to follow them or make a different choice.

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D1.3

Exit Cards

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

Name: _____

Give two consequences of binge drinking.

1. _____

2. _____

Name: _____

Give two consequences of binge drinking.

1. _____

2. _____

Name: _____

Give two consequences of binge drinking.

1. _____

2. _____

Name: _____

Give two consequences of binge drinking.

1. _____

2. _____

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Curriculum Connection
D1.3

Fetal Alcohol Spectrum Disorder

The Basics of FASD

Fetal Alcohol Spectrum Disorder (FASD) is a term that describes a range of effects that can occur in an individual whose mother consumed alcohol during pregnancy. These effects include physical, behavioural, and learning issues. Despite varying degrees of severity, all are significant and preventable.



How FASD ts Health

Children an with FASD may face numerous challenges:

- Phys might include abnormal facial features, such as a smooth ridge b er lip, smaller head size, and shorter-than-average height.
- Lea Diffic ulties with attention, memory, and problem-solving skills are common.
- Behavioural These e from poor social skills to difficulties in school and with the law.

Prevalence and Statistics

Understanding the scope of FA s us ousness:

- It's estimated that FASD affects appr y 1 in 00 live births in Canada.
- There are no safe amounts or types o ohol dur egn Any consumption can risk FASD.

Prevention and Support

Preventing FASD is straightforward in theory but require ss and rt:

- Absolute Avoidance of Alcohol: The only sure way to prev SD hol throughout pregnancy.
- Community Support: Expectant mothers should be supported by fa , f nd healthcare providers to maintain an alcohol-free pregnancy.
- Education: Raising awareness about the risks of alcohol consumption during pregnancy is crucial.

Living with FASD

Support for individuals with FASD and their families is vital:

- Early Intervention: Access to services from a young age can help manage symptoms.
- Tailored Education Plans: Schools can adapt learning methods to suit each child's needs.
- Ongoing Support: Adults with FASD benefit from continued support to lead fulfilling lives.

Understanding FASD is crucial for students, as it highlights the importance of making informed decisions and supporting those affected. Remember, FASD is entirely preventable through choices made during pregnancy.

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True or False

Is the statement true or false?

1) FASD is preventable by avoiding alcohol during pregnancy.	True	False
2) The alcohol type consumed affects the risk of FASD.	True	False
3) There is a safe amount of alcohol during pregnancy.	True	False
4) Early intervention can help manage FASD symptoms.	True	False
5) Community support is crucial for preventing FASD.	True	False

Summarize

a summary of the text including the main idea and supporting details.

PREVIEW

Questions

Answer the questions bel

1) What does FASD stand for, and what does it describe?

2) Why is it important for pregnant individuals to avoid alcohol?

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D1.3

Memory Game on Fetal Alcohol Spectrum Disorder (FASD)

Objective — What are we learning about?

To help students learn and remember key concepts about Fetal Alcohol Spectrum Disorder (FASD), including its causes, effects, and prevention, through an engaging memory game.

Materials — What will you need for the activity?

- Ca[illegible]ck
- Markers o[illegible]rs
- A list of FASD t[illegible]and t[illegible]e[illegible]s (e.g., FASD, prenatal exp[illegible]devel[illegible]t, learning difficulties, pr[illegible]supp[illegible]ded)



Instructions — How will you complet[illegible]activity?

1. Print the cards using cardstock (term cards [illegible]efin[illegible]n).
2. Divide the class into groups of 3 or 4.
3. Distribute the cards to each group. Have students cut along the [illegible]ne back, label cards as T (Term) or D (Definition).
4. Shuffle all the cards and place them face down in a grid pattern.
5. Students take turns flipping two cards (one T and one D) to find matching pairs.
6. If the cards match, the student keeps the pair and takes another turn.
7. If they do not match, turn the cards back over and the next student takes a turn.
8. The game continues until all pairs are matched.
9. After the game, discuss key ideas such as how FASD happens, its effects, and how it can be prevented.

PREVIEW

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Curriculum Connection
D1.3

Cards | List of Substance Use Terms and Their Definitions

Term	Definition
FASD (Fetal Alcohol Spectrum Disorder)	A group of conditions caused by alcohol exposure before birth.
Pre[illegible]posu[illegible]	When a baby is exposed to substances, like alcohol, before birth.
Brain Development	[illegible]th of the brain, [illegible]ffected by [illegible]gnancy.
Learning Difficulties	Challenges in unde[illegible]nding, remembering, or applying new information.
Behavioural Problems	Difficulties in managing actions, emotions, or social interactions.

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D1.3

Cards | List of Substance Use Terms and Their Definitions

Term	Definition
Physical Effects	Changes in body features or growth caused by alcohol exposure.
[illegible]ion	Actions taken to stop FASD, such as avoiding alcohol during pregnancy.
Alcohol-Free Pregnancy	[illegible]ing alcohol at all [illegible]egnancy [illegible]aby.
Support Systems	Help from family, [illegible]ners, or professionals for individuals with FASD.
Early Intervention	Getting help early to improve development and learning outcomes.

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D1.3

Cards | List of Substance Use Terms and Their Definitions

Term	Definition
Memory Problems	Difficulty remembering information or instructions.
Attention Difficulties	Trouble focusing, staying on task, or avoiding distractions, which can make learning more challenging.
Decision-Making Challenges	Difficulty understanding consequences or making safe and responsible choices in different situations.
No Safe Amount	The fact that there is no known safe level of alcohol during pregnancy, meaning any amount can potentially cause harm.
Lifelong Condition	A condition that does not go away and affects a person throughout their life, requiring ongoing support and understanding.

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D1.3

Exit Cards

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

Name: _____

Circle the actions that help prevent FASD.

Liste…	Making unsafe decisions
I…	…g informed …oices
Offering sup…	…ress… …thers
Spreading awareness	p… …alse …
Encouraging healthy choices	Thinking …out consequences

Name: _____

Circle the actions that help prevent FASD.

Listening to advice	Making unsafe decisions
Ignoring health risks	Making informed choices
Offering support	Pressuring others to drink
Spreading awareness	Spreading false information
E… …raging h… …ices	Thinking about consequences

Name: _____

Circle the actions that help prevent FASD.

Listening to advice	Making unsafe decisions
Ignoring health risks	Making informed choices
Offering support	Pressuring others to drink
Spreading awareness	Spreading false information
Encouraging healthy choices	Thinking about consequences

Name: _____

Circle the actions that help prevent FASD.

Listening to advice	M… …g unsafe decisions
Ignoring health risks	Making informed choices
Offering support	Pressuring others to drink
Spreading awareness	Spreading false information
Encouraging healthy choices	Thinking about consequences

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Curriculum Connection
D1.3

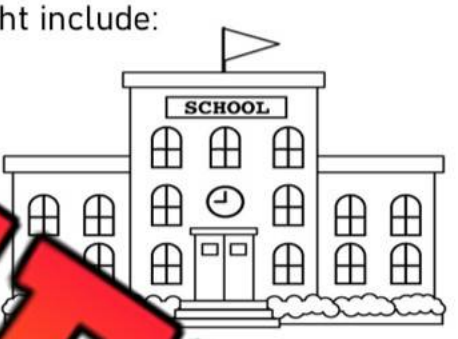
Schools vs Substance Use

Understanding Substance Use
Substance use involves consuming alcohol, drugs, or other substances that can alter a person's thoughts, feelings, or behaviour. It's crucial for students your age to understand not just the consequences of substance use, but also how it can impact your health, relationships, and future.

Schools as Support Systems
Schools pl[illegible]pivotal role in preventing and addressing substance use among students. They provi[illegible]e environment where you can learn about the risks associated with substanc[illegible]ge support if needed.

Educ[illegible]nd Awa[illegible]
One of th[illegible] primar[illegible]ols help is through education. By integrating discussions on the impacts of [illegible]a[illegible]se in[illegible]curriculum, schools aim to equip you with the knowledge to ma[illegible]med d[illegible]pics covered might include:

- The physical and m[illegible]t[illegible]isk[illegible]stance use.
- Legal consequences o[illegible]e use
- How to resist peer pressu[illegible]



Support Services
Schools offer various support services for students might be facing substance use issues. These inc[illegible]

- Counselling services where students can talk a[illegible]t th[illegible]er[illegible]nd feelings.
- Referral services to connect students with profess[illegible]el outsid[illegible]chool.
- Support groups for students to share their experiences [illegible]ppo[illegible]ot

Creating a Supportive Environment
Schools work to create an environment where all students feel supported [illegible]derstood. This involves:

- Training teachers and staff to recognize signs of substance use and how to approach students who may need help.
- Encouraging open conversations about substance use and mental health.
- Implementing policies that provide help rather than punishment for students struggling with substance use.

Key Takeaways
- Substance use refers to consuming substances that affect your mind and body.
- Schools educate students about the risks and provide support to those in need.
- A variety of services and a supportive environment help students facing these challenges.

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Curriculum Connection
D1.3

True or False

Is the statement true or false?

1) Substance use only includes the use of drugs.	True	False
2) Schools play a key role in preventing substance use.	True	False
3) Peer pressure has no impact on substance use.	True	False
4) Schools provide counselling services for students.	True	False
5) Substance use doesn't affect mental health.	True	False

Questions

Answer the questions below.

1) How schools support students facing substance use issues?

2) Why is it important for schools to create a supportive environment for students?

PREVIEW

Draw

Draw how schools can help prevent substance use and support students.

Supportive School			Risky Environment

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Curriculum Connection
D1.3

Activity - Healthy Decision-Making Sharing Circle

Objective

What are we learning about?

To help students understand and practise strategies for making healthy decisions, especially when facing peer pressure or challenging situations.

Materials

What will you need for the activity?

- A space large enough for students to sit in a circle
- Scenario cards with decision-making situations
- Chart paper or whiteboard
- Markers or pencils



Instructions

How will you complete the activity?

1. Arrange students in a circle and explain that the goal is to explore how to make safe and responsible decisions.
2. Introduce key strategies for healthy decision-making: thinking ahead, considering consequences, asking for help, staying true to values.
3. Present a scenario (e.g., being pressured to try substances, skip responsibilities, or follow risky behaviour).
4. Ask students to share what decision they would make and which strategy they would use.
5. Encourage students to explain their reasoning and reflect on possible outcomes of their choices.
6. Promote active listening by having students restate or build on a classmate's idea before sharing their own.
7. End with a class reflection on how using decision-making strategies can help them handle peer pressure and make better choices.

PREVIEW

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Curriculum Connection
D1.3

Scenario Cut the cards below.

Peer Pressure to Try Substances

Your friends invite you to try alcohol at a party. They say it's harmless and everyone is doing it. You feel pressured but unsure.

Skipping Responsibilities

Your friends want you to skip class to hang out. They say it's just one day and won't matter.

Influence

You se influe e promoting risky beha naki k fun. Your frie nt to

Cheating on a Test

A classmate offers you answers during a test. You are not fully prepared and feel tempted to accept.

Staying Out Late

Your friends want to stay out late without telling their parents. They ask you to join them.

Trying to Fit In

A gro chool pressures you ct di o be accepted, if i our values.

Helping a Friend in Trouble

You notice a friend making unsafe choices. You're unsure whether to step in or stay silent.

Online C

Your friends challeng to join a risky online trend. They say you'll get more likes and attention.

Feeling Stressed

You feel overwhelmed with schoolwork and hear others say unhealthy habits help them cope.

Riding with an Unsafe Driver

A friend offers you a ride home, but you know they are not in a safe condition to drive.

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D1.3

Scenario Cut the cards below.

Breaking Rules for Fun

Your friends want to break school rules for fun and encourage you to join.

Speaking Up

You see someone being treated unfairly, but your friends tell you to ignore it.

Bo[illegible]ut Permission

Yo[illegible]iend t[illegible]s[illegible]one else's belongings[illegible]ng[illegible] tells you it's oka[illegible]ncour[illegible] to do[illegible]ame

Lying to Avoid Trouble

You made a mistake, and your friend suggests lying so you won't get in trouble.

Pressure to Share Person[illegible]Info

Friends ask you to share someone else's private message or secret in a group chat.

Ignoring Health Rules

Yo[illegible]cides to ignore safety [illegible] (e.g.[illegible]earing protective gea[illegible]g school g[illegible]nd as[illegible]u to join.

Making Fun of Others

Your friends laugh at someone and expect you to join in so you won't be left out.

Trying Somethi[illegible]

Your friends sugg[illegible]oing something risky "just for fun" and say nothing bad will happen.

Following the Crowd

Everyone in your group is making the same poor choice, and you feel unsure whether to follow or stand your ground.

Being a Positive Influence

You have a chance to encourage your friends to make a safer, healthier decision, but you're not sure how they will react.

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D1.3

Exit Cards

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

Name: _____

Draw a 4-panel comic showing how you make a healthy decision.

Name: _____

Draw a 4-panel comic showing how you make a healthy decision.

Name: _____

Draw a 4-panel comic showing how you make a healthy decision.

Name: _____

Draw a 4-panel comic showing how you make a healthy decision.

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D1.3

Supporting Struggling Students

Allies in Healing

In a small town in Canada, there lived a Grade 8 student named Arjun. Arjun noticed that his classmate, Leyla, seemed withdrawn and was often missing school. Concerned, Arjun approached Leyla and learned she was struggling with substance use, a challenge faced by approximately 5% of Canadian adolescents according to recent surveys.



Determined to help, Arjun talked to Ms. Chen, their understanding teacher, who highlighted the importance of a supportive environment for students like Leyla. Ms. Chen explained that substance use can stem from various factors, including stress, peer pressure, and mental health issues. She emphasized the crucial role of empathy, non-judgment, and creating a space where Leyla could feel safe and supported.

Arjun and a group of classmates formed a support circle, encouraging open discussions and sharing information about professional resources and counselling services. They learned that early intervention could significantly alter the course of a young person's life, reducing the risk of long-term dependency issues.

Together, they initiated a peer support program in their school, advocating for mental health awareness and the dangers of substance misuse. The program provided workshops, resources, and a platform for students to share their stories and coping strategies, promoting a culture of understanding and assistance.

Leyla felt a renewed sense of hope, knowing she wasn't alone. With the collective effort of her peers and educators, she embarked on a journey towards recovery, illustrating the power of community support in overcoming challenges.

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Questions

Answer the questions below.

1) What factors contribute to adolescent substance use according to the story?

2) What rol[illegible]id Ms. Chen play in supporting Leyla?

True or False

Is t[illegible] true or false?

1) Substance use affects about [illegible] Ca[illegible]nts.	True	False
2) Leyla was struggling with attending s[illegible]egular	True	False
3) Arjun decided to ignore Leyla's situation.	True	False
4) A support circle was formed for Leyla by class[illegible]s.	True	False
5) The peer support program discouraged open discuss[illegible]ue		False

Connecting

Describe a time when you were supported or when you[illegible]rt to a peer, for any reason.

PREVIEW

Name: _____ 115

Curriculum Connection
D1.3

Drawing Activity – Supporting Others in Difficult Times

Objective

What are we learning about?

To help students understand the importance of empathy, support systems, and helping others who may be struggling with challenges such as substance use or mental health.

Materials

What will you need for the activity?

- D paper (r a larger workspace)
- Penc , erase
- Colouring arker ons, coloured pencils
- Rulers (optio



Instructions

How will y let e ty?

1. Begin with a class discussion about t it mea su someone who is struggling and why empathy is important.
2. Distribute drawing paper and materials to eac ud
3. Ask students to divide their paper into two sections.
4. On one side, students will draw a situation where someone is st ing isolated, stressed, or facing challenges).
5. On the other side, students will illustrate how support from friends, teachers, or family can help that person feel safe and improve their situation.
6. Encourage students to include actions such as listening, offering help, or connecting someone to support systems.
7. Allow time for students to complete their drawings thoughtfully.
8. Organize a gallery walk where students can view each other's work and reflect on different ways to support others.
9. Conclude with a class discussion about how they can be supportive and make a positive difference in their community.

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Drawing Activity – Supporting Others in Difficult Times



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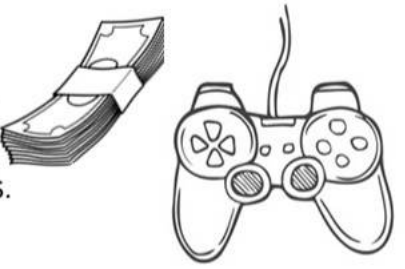
D1.3

Gaming and Gambling Costs

Understanding Financial Risks



Gaming and gambling online have become popular activities for people of all ages. While they offer entertainment, they also carry significant financial risks, especially when not done responsibly. It's essential to understand these risks to make informed decisions.

Financial Consequences of Addiction

When gamin[illegible] or gambling turns into an addiction, it can have severe financial consequen[illegible]dividuals may spend more money than they can afford, leading to debt, savings de[illegible]nd financial instability.

The R[illegible]an

Online [illegible]ng can [illegible]chases that might seem small at first but add up quickly. These can includ[illegible]

- Buying games [illegible]nload[illegible]t
- In-game purchas[illegible]ncements
- Subscriptions for onli[illegible]s

These expenses can significantl[illegible]act [illegible]pecially without careful monitoring.

Gambling: A Risky Bet

Online gambling poses even higher financial risk[illegible]o the[illegible]for significant losses. Key facts to consider include:

- Chance of Winning: The odds are usually in favour o[illegible]e, me[illegible]losses are more likely than wins.
- Unexpected Expenses: Gambling can lead to spending money tha[illegible] necessities like rent, food, or education.
- Long-Term Consequences: Chronic gambling can lead to long-term fi[illegible] difficulties, including credit score damage and bankruptcy.

Making Informed Choices

It's crucial to approach gaming and gambling with awareness and responsibility. Here are some tips:

- Set a budget for how much you can spend on gaming and gambling.
- Keep track of all your expenses to ensure you don't go over your budget.
- Understand the odds of winning in gambling and recognise that losses are part of the experience.
- Seek help if you feel that gaming or gambling is becoming a problem.

This knowledge will empower you to enjoy these activities without falling into financial difficulties, ensuring a balanced and responsible approach to online entertainment.

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Name: _____ 119

Curriculum Connection
D1.3

True or False

Is the statement true or false?

1) Online gaming can lead to significant financial risks.	True	False
2) Gambling odds are typically in the player's favour.	True	False
3) Monitoring expenses can prevent overspending on gaming.	True	False
4) Gambling expenses never impact one's budget.	True	False
5) Seeking help for gambling addiction is recommended.	True	False

Questions

Answer the questions below.

1) What is one potential financial consequence of gaming addiction?

2) Why are the odds usually in favour of the house in gambling?

PREVIEW

Checklist

Create a checklist of smart money habits.

✓	✓
✓	✓
✓	✓
✓	✓
✓	✓

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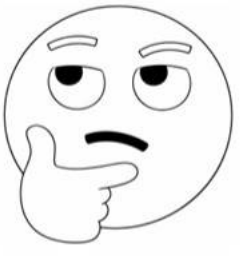
D1.3

Is It A Smart Choice?

Definition	Smart financial choices involve managing money wisely, understanding risks, and avoiding spending that can lead to debt or financial problems.



Decide	Is it a smart choice or not? (Yes or No)

1) A studen[illegible]s money on small in-game purchases every day without tracking h[illegible]ch[illegible] spend.	Yes	No
2) So[illegible] sets a b[illegible]fore buying games or online items.	Yes	No
3) A teen uses [illegible] for[illegible]ol supplies to pay for online gambling.	Yes	No
4) A player unders[illegible]hat g[illegible]s are not in their favour but continues to bet anyw[illegible]	Yes	No
5) A student saves part of th[illegible]ance [illegible] spending it all on games.	Yes	No
6) Someone subscribes to multiple gam[illegible]vices w[illegible]checking if they can afford them.	Yes	No
7) A player keeps track of their spending on gam[illegible]d avo[illegible]or budget.	Yes	No
8) A teen borrows money to continue gambling after losi[illegible]	Y[illegible]	No
9) A student compares prices before buying a game or add-on.	[illegible]	No
10) Someone believes they will win back lost money by gambling more.	[illegible]es	No
11) A player stops spending when they notice it is affecting their budget.	Yes	No
12) A student ignores bills or responsibilities to spend money on gaming.	Yes	No
13) A teen asks a parent or guardian before making a big purchase online.	Yes	No
14) Someone buys game items using money they cannot afford to lose.	Yes	No
15) A student plans their spending to make sure they still have savings left.	Yes	No
16) A player feels pressured by friends to spend money on games to fit in.	Yes	No
17) A teen sets limits on how much they can spend each week on gaming.	Yes	No

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Media Influence on Expectations of Intimacy

Navigating Digital Intimacy

Date: March 01, 2024 Author: By: Jordan Chen *2-minute read*

In our connected world, the digital realm significantly shapes our perceptions and expectations, particularly around intimacy. Unrealistic portrayals of relationships and sexual encounters online can distort our understanding of healthy connections. By critically examining the media we consume, we can start to distinguish between authentic expression of intimacy and fabricated scenarios designed for entertainment or other motives.

Recognizing the impact these portrayals requires a level of digital literacy that goes beyond basic interpretation skills. It involves an awareness of the sources of our information and understanding their potential biases and intentions. Cultivating this awareness can help us form healthier expectations and relationships, grounded in reality rather than the idealized images often presented online.

As we become more adept at discerning the content we encounter, we can better navigate the complexities of intimacy in the digital age. This skillset is crucial for fostering connections that are genuine and fulfilling, moving beyond often misleading narratives found in online spaces.

Until we meet again,
Jordan Chen

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Comments:



Liam Patel, March 03, 2024

Understanding the impact of media on our intimacy expectations is crucial. It's not just about discerning real from fake but about building a foundation for healthier relationships.

Like Reply 4h ago



Sophie Tremblay, March 01, 2024

While it's important to address how online portrayals affect our views on intimacy, we also need to emphasize the development of emotional intelligence in digital interactions. Recognising and respecting the complexity of human emotions goes hand in hand with media literacy.

Like Reply 2d ago

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True or False

Is the statement true or false?

1) Digital media shapes our intimacy expectations.	True	False
2) All online portrayals of intimacy are realistic.	True	False
3) Critical examination of media can improve relationship expectations.	True	False
4) Authentic expressions of intimacy are common online.	True	False
5) Emotional intelligence is not important in digital interactions.	True	False

Question

Answer the questions below.

1) What does it mean to be digitally literacy in the context of understanding intimacy?

2) How can unrealistic portrayals of intimacy online affect personal expectations?

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Define

What do the terms below mean?

Digital Literacy	
Unrealistic Portrayals	

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Activity – Talk For A Minute

Objective

What are we learning about?

Students will be able to share their understanding of how media influences expectations of intimacy, recognize unrealistic portrayals, and practise expressing their ideas respectfully and confidently.

Materials

What do you need for the activity?

- "Talk for a minute" prompt cards or worksheet
- Timer or stopwatch (2 minutes)
- Open space or seating arrangement for groups
- Paper and pencil (optional for notes)



Instructions

How will you complete the activity?

1. Divide the class into small groups.
2. Explain that students will take turns speaking for one minute about a topic related to media influence and intimacy.
3. Show the list of discussion prompts and remind students to respond respectfully and thoughtfully.
4. One student chooses a prompt and speaks for one minute while others listen attentively.
5. When time is up, another student selects a new prompt and takes their turn.
6. Encourage students to share ideas based on what they learned about media, relationships, and expectations.
7. Remind students they may pass if they feel uncomfortable answering a prompt.
8. Continue until all students have had a chance to speak.

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Activity – Talk For A Minute

How does social media influence how people view relationships?	What are some unrealistic expectations about relationships shown online?	Why is it important to question what we see in movies or social media?	How can media affect how people treat each other in relationships?
What [illegible] relationship look like in real life?	How can we tell if something online is realistic or not?	Why do some people compare their relationships to what they see online?	How can media pressure people to act a certain way in relationships?
What are the risks of believing everything we see online?	[illegible] we protect ourselves from negative media influence?	Why is communication important in real relationships?	How can friends help each other build healthy relationships?
What is the difference between real and fake portrayals of intimacy?	How can media affect self-esteem and confidence?	Why is it important to respect personal boundaries?	How can people be responsible [illegible] choices in relationships?
What role does trust play in healthy relationships?	How can we respond to peer pressure influenced by media?	Why is it important to think critically about what we watch or see online?	What is one lesson you learned about relationships and media?
How can media shape people's ideas about love and attraction?	What are some signs that a relationship shown online is not realistic?	How can you stay true to your values despite media influence?	Why is it important to respect yourself in any relationship?

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Unit Test – Substance Use Addictions Related Behaviours

Multiple Choice /10

1. What decreases with substance use? a) Energy levels b) Dopamine levels c) Study focus d) Social c ions	2. Alcohol can lead to: a) Better grades b) Mental health issues c) Faster running d) Healthier skin
3. Cann y may cause: a) Impr d mem b) Schizophre k c) Taller height d) Better vision	4. Cannabis in Ontario is legal for adults over... a) 16 b) 18 c) 19 d)
5. People who misuse substanc e... a) More likely to study for tests b) More likely to be aggressive c) More likely to find a good job d) More likely to be happy long term	rescription drug is often misused? a) Cann b) A tics c) ives d) Opioid
7. Underage cannabis use can lead to: a) A criminal record b) Better swimming c) Higher IQ d) Improved painting	8. Binge drinki defi as consuming: a) 2 or more drinks b) 4 or more drinks c) 1 or more drinks d) 3 or more drinks
9. How often do 1 in 6 adults engage in binge drinking a month? a) 1 time b) 4 times c) 7 times d) 10 times	10. Misusing substances can lead to... a) Criminal charges b) Fines and imprisonment c) Criminal record d) All of the above

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Define

What do the terms below mean?

Term	Definition – What does it mean?
Substance Misuse	
Binge Drinking	
C… R…	

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Short Answer

…wer … below – Each question is worth 3 marks.

1) Why might individuals use … …stress?

2) Describe the opioid crisis.

3) Why is peer support crucial in preventing substance misuse?

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

1) Why do people use alcohol? What are some of the negative effects of using alcohol?

2) What are the legal ramifications of using Ca... under... ...an this affect you in the future?

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