Workbook Preview

© Super Simple Sheets



Grade 5 – Health

Substance Use, Addictions, and Related Behaviours



	Curriculum Expectations	Pages That Cover the Expectations
D1.2	Describe the short- and long-term effects of alcohol use, and identify factors that can affect intoxication (e.g., amount consumed; speed of consumption; sex, body size,	6 - 43
D2.3	assertiveness, and refusal skills to deal with pressures pertaining to alcohol use or other behaviours that could later lead to addiction (e.g., smoking,* vaping, drug use, gambling, video game use)	44 - 57
D3.3	Identify personal and social factors (e.g., emotional, physical, mental, spiritual, cultural, legal, media, and peer influences) that can affect a person's decision to drink alcohol or use cannabis at different points in their life	58 - 70

Preview of 50 pages from this product that contains 100 pages total.

Substance Use, Addictions, and Related Behaviours



© Super Simple Sheets

Name: _____ 6

Curriculum Connection
D1.2

Addiction

What is Addiction?

An **addiction** is a condition when a person relies on a drug or alcohol or on a behaviour such as gambling even though they may be causing harm to themselves and others.

Addiction is a disease that impacts the way the brain works. It is a treatable, long-term medical disease that is affected by a person's genetics, life experiences, and environme

Bei omething means a person has no control over whether they perfo addicti our. They have to do it because the addiction has changed a chemical balan dy. only feel good when they are performing the behaviour and th ick wh e not.

PREVIEW



What are the Effects of A

Having an addiction can have ve t r brain and can lead to problems with memory, dec king, emotional control.

It can also lead to mental health condition as depression and anxiety. Addiction also affects relation e lifesty iction often leads to financial difficulties, and relationship breakdown.

How Big is the Problem in Canada?

In Canada, about 21% of the population, which is approximately 6 million e will experience an addiction at some point in their life.

The most common addictions in Canada are:

- Alcohol
- Cannabis
- Cocaine
- Gambling
- Methamphetamine
- Opioids and prescription drugs



© Super Simple Sheets

Name: _____ 7

Curriculum Connection
D1.2

True or False

Is the statement true or false?

1) Approximately 6 million people in Canada will have an addiction.	True	False
2) Addiction is a disease that affects how the brain works.	True	False
3) Addiction can affect our ability to control our emotions.	True	False
4) Addiction is not a serious problem in Canada.	True	False
5) You can have an addiction to a substance or to a behaviour.	True	False

Triggers

...situations that may lead to harmful choices.

	Feeling [illegible]		Talking to an adult
	Playing with friends		Family fights
	Friend pressure		Doing hobbies
	Feeling lonely		[illegible]ored
	Joining a club		Feeling [illegible]

Questions

Answer the questions below using evidence [illegible] the

1) Why is it important to learn about addiction?

_____

_____

_____

2) What are the most common addictions in Canada?

_____

_____

_____

PREVIEW

© Super Simple Sheets

Name: _____ 8

Curriculum Connection
D1.2

Activity - Two Sides of Choices

Objective What are we learning more about?

Students will show their understanding of healthy choices and addiction by drawing and comparing two sides of a face.

Materials What do we need for our activity?

- Half-face [illegible] (boy or girl version)
- Pencil and [illegible]
- Crayons / coloured [illegible] mark[illegible]



Method How do we complete the activity?

1. Look at the figure on your worksheet and [illegible] divided in half.
2. On the left side, draw a happy and healthy version [illegible]
3. Add details that show positive choices such as smiling, [illegible], and symbols of hobbies, friends, or school.
4. On the right side, draw the other half of the face showing the effects of addiction on the person.
5. Add details such as a sad or tired expression, messy look, or symbols showing problems.
6. Colour both sides using bright colours for healthy choices and darker colours for addiction effects.
7. Write two or three describing words under each side of the face.

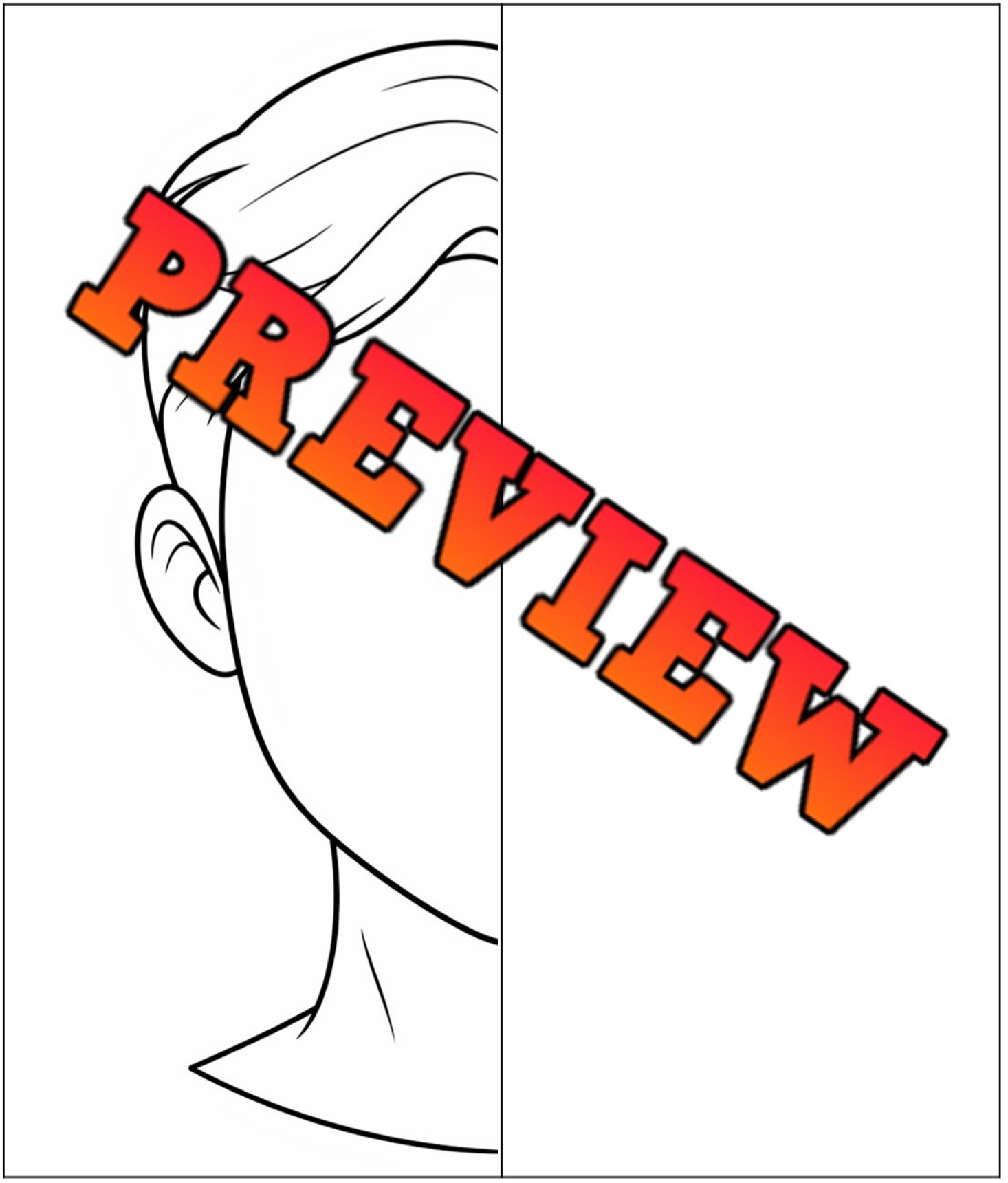
PREVIEW

© Super Simple Sheets

Name: _____ 9

Curriculum Connection
D1.2

Activity - Two Sides of Choices



© Super Simple Sheets

Name: _____ 10

Curriculum Connection
D1.2

Activity - Two Sides of Choices



© Super Simple Sheets

Name: _____ 11

Curriculum Connection
D1.2

Is It Addiction?

Decide	Is it addiction – yes or no?

1) Bella hasn't smoked a cigarette in 8 hours and feels unwell	Yes	No
2) Johnathon has a drink every Friday night with friends	Yes	No
3) Mason t[illegible]ws a tantrum after school because he can't play video games lik[illegible]ways does	Yes	No
4) Harp[illegible]bis sometimes with friends at a party	Yes	No
5) Owe[illegible]es can[illegible] night because he needs it to sleep	Yes	No
6) Avery feels [illegible]airpl[illegible]ause she hasn't smoked in 7 hours	Yes	No
7) Mateo drinks alco[illegible] day to help him feel better	Yes	No
8) Emily tries to skip her pa[illegible]ut she gets depressed	Yes	No
9) Oliver loves playing poker, so he fi[illegible]ame e[illegible]ight	Yes	No
10) Aria plays video games when her parents a[illegible]her t[illegible]	Yes	No
11) Mia quit sports because she needs more ti[illegible]	Yes	No
12) Daniel is too busy gambling to see his family and [illegible]	Yes	No

PREVIEW

Making Connections	Have you every seen or heard of someone[illegible]ed to a certain behaviour? Explain why it was an addic[illegible]

© Super Simple Sheets

Name: _____ 12

Curriculum Connection
D1.2

Alcohol

What is Alcohol?

Alcohol is a drug. It is a depressant that can slow down parts of the brain that affect thinking, behaviour, breathing and heart rate. The earlier you start drinking, the more likely you are to have problems with alcohol later in life. Alcohol is produced by fermenting distilling various, fruits, vegetables and grains.

How Does Alcohol Affect You?

The effects of alcohol affected depends on:

- Your sensitivity to alcohol
- How much and what you have eaten
- How much and how fast you drink alcohol
- How long you have been drinking
- The environment you are in
- How you expect the alcohol to make you feel
- Whether you have taken any other drugs, such as cannabis
- Your age, weight and gender, (women are generally more sensitive to alcohol)



PREVIEW

Problem Drinking Versus Addiction

Problem drinking is 4 times more common than addiction to alcohol. Problem drinking involves anything people do while drinking alcohol that causes a problem. This can include drinking and driving, becoming violent, engaging in high risk behaviours and other embarrassing incidents because of impaired judgement.

Alcohol addiction is a physical dependence on alcohol. When someone is addicted to alcohol, they:

- Have a higher tolerance which means they need to drink more to get the same effects
- They get withdrawal symptoms when they stop drinking alcohol regularly. **Withdrawal symptoms** can include, sleeplessness, nausea, tremors, seizures and delirium tremens also known as the DT's which if left untreated can be fatal.

© Super Simple Sheets

Name: _____ 13

Curriculum Connection
D1.2

True or False

Is the statement true or false?

1) Drinking alcohol can affect your brain.	True	False
2) Problem drinkers are all addicted to alcohol.	True	False
3) Men are more sensitive to the effects of alcohol than women.	True	False
4) When someone is addicted to alcohol they have withdrawal symptoms when they stop drinking	True	False
5) Alcohol [illegible]t based.	True	False

Identify

[illegible] drinks that contain alcohol.

1)	
2)	
3)	
4)	
5)	

PREVIEW

Questions

Answer the questions below using evidence [illegible]

1) What is the difference between problem drinking and alcohol addi[illegible]

_____

_____

_____

2) Why is it dangerous to start drinking at a young age?

_____

_____

_____

© Super Simple Sheets

Name: _____ 16

Curriculum Connection
D1.2

Effects of Using Alcohol

The Effects of Using Alcohol

When someone consumes alcohol, they will begin to feel impaired if they consume too much. **Impairment** means they feel different. This is why when someone drinks too much alcohol, they are not allowed to drive. They may be impaired, which means they may feel different, and feeling different while driving means they could make bad decisions behind the wheel.

Drinking alcohol has short-term effects that you'll notice right away, and long-term effects that will cause problems for you when you are older.

Short-Term Effects of Drinking Alcohol

- Reduced coordination, dizziness
- Higher body temperature
- Slower reflexes
- Drowsiness
- Lowered inhibitions
- Slurred speech, blurry vision
- Problems making good decisions – risky behaviour



If you become drunk or intoxicated, you may experience vomiting, loss of consciousness or alcohol poisoning. **Alcohol poisoning** means too much alcohol has entered your body and it can affect your breathing, heart rate, body temperature, and potentially lead to a coma and/or death.

Long-Term Effects of Drinking Alcohol

- Addiction - alcoholism
- Liver, heart, brain, pancreas damage
- Financial problems
- Family or relationship problems
- Emotional and mental health problems
- Loss of interest in school and activities they used to enjoy



PREVIEW

© Super Simple Sheets

Name: _____ 17

Curriculum Connection
D1.2

True or False

Is the statement true or false?

1) Impairment means we feel the same	True	False
2) Drinking and driving means you are driving impaired and could make bad decisions like speeding, running stop signs, or driving out of your lane	True	False
3) Drinking a small amount of alcohol has no effect.	True	False
4) Drinkin cause health problems and relationship problems.	True	False
5) Drinki l can lead to alcohol poisoning.	True	False

PREVIEW

Effects

Wh short-term and long-term effects of drinking alcohol

Sh rm	Long-Term

Questions

Answer the questions below using evidence fr e text

1) Why do you think drinking alcohol could lead to financial problems?

_____

_____

2) How could drinking alcohol lead to family and relationship problems?

_____

_____

© Super Simple Sheets

Name: _____ 18

Curriculum Connection
D1.2

Fact or Fiction – Effects of Using Alcohol

Objective

What are we learning about?

To help students understand the short-term and long-term effects of alcohol and identify safe choices by deciding whether statements are fact or fiction.

Materials

What will you need for the activity?

- Set [illegible] statements about alcohol [illegible]
- One "FACT" [illegible] "[illegible]TION" sign
- Open space in [illegible] students to move safely



Instructions

How will you complete [illegible]

1. Explain to the class that they will listen to [illegible] alcohol and decide if each one is Fact or Fiction.
2. Show the FACT and FICTION signs and explain [illegible]
3. Read one alcohol-related statement aloud.
4. Give students time to think about whether the statement is true [illegible]
5. Students walk 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 discuss it with the class.
8. Students return to their seats and prepare for the next statement.
9. Repeat until all statements have been read.

PREVIEW

© Super Simple Sheets

Name: _____ 19

Curriculum Connection
D1.2

Fact or Fiction Read the statements to the class.

#	Statement	Fact or Fiction
1	Alcohol helps your brain grow stronger.	Fiction
2	Drinking alcohol can affect how the brain works.	Fact
3	Alcohol can slow reflexes and coordination.	Fact
4	Drinking alcohol improves coordination and balance.	Fiction
5	Drinking alcohol can cause dizziness.	Fact
6	Alcohol makes better drivers.	Fiction
7	Alcohol may help to make decision making.	Fact
8	Alcohol can cause confusion and slurred speech.	Fact
9	Young people are not affected by alcohol.	Fiction
10	Drinking alcohol can make people feel sleepy or drowsy.	Fact
11	Drinking alcohol helps you make better decisions.	Fiction
12	Long-term alcohol use can damage organs like the liver and heart.	Fact
13	Alcohol addiction can affect relationships and emotions.	Fact
14	Alcohol cannot cause health problems.	Fiction
15	Drinking alcohol can lead to risky behaviours.	Fact
16	Drinking alcohol makes you more focused in school.	Fiction
17	Alcohol addiction only affects adults.	Fiction
18	Alcohol poisoning can be dangerous and life-threatening.	Fact
19	Alcohol is harmless if you drink a lot.	Fiction
20	Drinking alcohol can increase body temperature and affect how the body works.	Fact

PREVIEW

© Super Simple Sheets

Curriculum Connection
D1.2

Exit Cards

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

Name: _____

Does this show an understanding of alcohol effects?

1) Alcoho…s your brain an…	Yes	No
2) Al… reac…	Yes	No
3) Alcohol he… good choices.		…o
4) Drinking can make y… dizzy or sick.		…e No
5) Alcohol can cause addiction.	Yes	N…

Name: _____

Does this show an understanding of alcohol effects?

1) Alcohol affects your brain and body.	Yes	No
2) Alcohol can slow your reactions.	Yes	No
3) Alcohol helps you make good choices.	Yes	No
4) Drinking can make you dizzy or sick.	Yes	No
5) A… l can cause add…	Yes	No

Name: _____

Does this show an understanding of alcohol effects?

1) Alcohol affects your brain and body.	Yes	No
2) Alcohol can slow your reactions.	Yes	No
3) Alcohol helps you make good choices.	Yes	No
4) Drinking can make you dizzy or sick.	Yes	No
5) Alcohol can cause addiction.	Yes	No

Name _____

Does this s… an … of alcohol effects?

1) Alcohol affects your brain and body.	Yes	No
2) Alcohol can slow your reactions.	Yes	No
3) Alcohol helps you make good choices.	Yes	No
4) Drinking can make you dizzy or sick.	Yes	No
5) Alcohol can cause addiction.	Yes	No

PREVIEW

Name: _____ 21

Curriculum Connection
D1.2

Factors Affecting the Effects of Alcohol

How Does Drinking Alcohol Affect You?
If two people drink the same amount of alcohol, it is likely the effects of alcohol will be different for both people. This is because the effects of alcohol are stronger depending on the factors below.



How much food you've e	The more food you've eaten, the slower alcohol will affect you. When you haven't eaten, the alcohol is quickly absorbed by the small intestine. Food prevents alcohol from passing quickly to your small intestine
Yo alcoh	e people have sensitivity to alcohol. They may be allergic, g they feel unwanted symptoms like a stuffy nose, itchy d s flushing.
Your history with alcohol	someo avy drinker, they will need more and more soho me effect. This is because their body has tolera eir brain is used to the state of intox it c ase the chemicals it used to after a smaller nt o umed. If you've neve ohol rain will not understand the drug and it will r e the ch s t make you feel intoxicated sooner.
Your age	Younger people tend to fe effe stronger. This is likely due to less history wit nd less fat. As most people age, they lose muscl bo This will cause the alcohol to be absorbed slo
Gender	Research has shown that after drinking the s alcohol, women tend to have a higher blood alcoh than men. The effects of alcohol will be faster and last l er in women than men. This is because men and women metabolize alcohol differently.
Weight	The more weight an individual is, the less the effects of alcohol are. This is the same with most drugs. The same amount of alcohol will effect a 150 pound man stronger than a 300 pound man.
Whether you've taken any other drugs	Mixing alcohol with other drugs can cause vomiting, headaches, drowsiness, fainting, or loss of coordination. It can also put you at risk for internal bleeding, heart problems, and difficulty breathing. Alcohol is a drug, and drugs should not be mixed.

PREVIEW

© Super Simple Sheets

Name: _____ 22

Curriculum Connection
D1.2

Decide Circle who the alcohol will affect more – person 1 or person 2

#	Person 1	Person 2
1	Is 18 years old	Is 36 years old
2	Drinks alcohol with no intolerances	Feels itchy when drinking
3	Hasn't eaten in 5 hours	Just finished dinner
4	Weighs 195 pounds	Weighs 160 pounds
5	Is a man	Is a woman
6	ta d medicine	Hasn't taken other medications
7	b	Is drinking alcohol with energy drinks
8	Has b king f rs	Has never had a drink
9	Is a te e	Is an adult male
10	Has drank responsibl 10	as drank everyday for the last 2 years

PREVIEW

Questions Answer the questions below u iden the text

1) Why is it important to understand the factors aff the effe alcohol?

2) What questions do you have from the reading? Write 2.

1)

2)

© Super Simple Sheets

Name: _____ 23

Curriculum Connection
D1.2

Underage Drinking

Underage Drinking

In Ontario, you must be 19 years old to buy or drink alcohol. Research has shown that our brain is still developing until we are in our twenties. We also know that drinking alcohol while our brains are developing might stall or alter the development.

This means if you decide to drink in your teens, your brain might not develop the way it was supp[illegible]. This could leave you with potential memory problems, extra risks for brain ca[illegible] processing issues. In general, it could affect your intelligence!

PREVIEW

Underage Drinkin[illegible]ous

Youth who drink [illegible]re mo[illegible]to experience:

- School problems, [illegible]bsences or lower grades
- Social problems, such a[illegible]or r[illegible]ating in social activities
- Legal problems, such as bei[illegible]arres[illegible]d driving or fighting
- Physical problems, such as hangov[illegible]illness
- Disruption of normal growth and developme[illegible]
- Increased risk of suicide
- Physical and sexual violence
- Alcohol-related motor vehicle crashes
- Memory problems
- Misuse of other substance
- Changes in brain development that could have life-long effects
- Alcohol poisoning



Underage Drinking and Binge Drinking

Binge drinking is drinking to the point where someone is intoxicated. Underage binge drinking in Canada has decreased from 2013 to 2020. This is positive news as more kids are learning the negative effects of alcohol consumption and are making smart decisions about their health.

© Super Simple Sheets

Name: _____ 24

Curriculum Connection
D1.2

True or False

Is the statement true or false?

1) Underage drinking is drinking when you're under 18	True	False
2) The legal drinking age in Ontario is under 21	True	False
3) Underage drinking can cause memory problems and brain damage	True	False
4) Binge drinking is drinking responsibly	True	False
5) Underage drinking is getting worse in Canada	True	False

Question

...ge drinking worse than adult drinking?

_____

_____

_____

Smart Choices

Write SC for Smart Choice and NSC for Not Smart Choice.

1	Saying no when offered alcohol	
2	Drinking because friends insist	
3	Talking to an adult when feeling pressured	
4	Leaving a party where alcohol is present	
5	Hiding drinking from parents or teachers	
6	Choosing to spend time with friends who respect your choices	
7	Trying alcohol just to look cool	
8	Suggesting a fun activity without alcohol	
9	Making an excuse to avoid drinking alcohol	
10	Laughing at someone for choosing not to drink	

PREVIEW

Name: _____ 26

Curriculum Connection
D1.2

Infographic – Effects of Drinking Alcohol



PREVIEW

Questions Answer the questions below

1) What did you learn from the infographic?

_____

_____

2) What do you like about this infographic?

_____

_____

3) What could the author have done better?

_____

_____

© Super Simple Sheets

Name: _____ 28

Curriculum Connection
D1.2

Infographic Assignment - Alcoholism

Create an infographic that teaches the audience about the negative effects of alcoholism. You could focus on one of the following alcoholism related issues:

Long-Term Effects of Alcoholism	Short-Term Effects of Alcoholism	Underage Drinking Effects	Drinking and Driving

Research Answer the questions below to find information for your infographic

1) Which topic will you choose?	
2) Find at least 5 statistics about the topic you are researching.	
1)	
2)	
3)	
4)	
5)	
6) Optional	
7) Optional	

PREVIEW

Curriculum Connection
D1.2

Research Answer the questions below.

4) Other interesting facts about the issue.

5) Wh[illegible] on your infographic? Practice them below.

6) What text will you include? Write the text below.

PREVIEW

Name: _____ 30

Curriculum Connection
D1.2

Cannabis

What is Cannabis?

Cannabis is the dried flowers, leaves, and oils of the cannabis plant. Other names for cannabis are marijuana, pot and weed. Some people use cannabis to get high, but cannabis also has medical uses. Some people think that because cannabis is a plant it cannot be harmful, but cannabis contains chemicals called cannabinoids, including THC and CBD that harm your brain.



How Is Cannabis Used?

Cannabis can be added to foods or beverages. It can be taken as oil drops or used in creams. Some people smoke cannabis in a vaping device. Vaping cannabis is harmful because even though you are not inhaling smoke, you do inhale brain altering chemicals.

Cannabis Changes How Your Brain Works

Cannabis affects the parts of your brain that control body coordination, memory, pleasure and judgment.

Short-Term Effects of Cannabis Use	Long-Term Effects of Cannabis Use
Loss of coordination and slower reactions	Problems with memory and learning skills
Increased hunger	Problems with breathing
Anxiety, paranoia	Cough or lung disease
Faster heart rate	Severe nausea and vomiting

Cannabis and Addiction

If you use cannabis regularly your body can get used to how it feels and not feel normal unless you take it. Cannabis use is an addiction when it interferes with going to school, work or with relationships.

PREVIEW

© Super Simple Sheets

Name: _____ 31

Curriculum Connection
D1.2

True or False Is the statement true or false?

1) There are no harmful effects from using cannabis.	True	False
2) You can become addicted to cannabis.	True	False
3) Cannabis is a natural plant and has no harmful chemicals in it.	True	False
4) There are no long term harmful effects from using cannabis.	True	False
5) Vaping cannabis is not harmful because there is no smoke to inhale.	True	False

Que ny three questions you have after reading the text

1)	
2)	
3)	

Questions Answer the questions below using ev ro t

1) What are some of the different ways you can use cannabis?

_____

_____

_____

2) What are some of the effects of using cannabis.

_____

_____

_____

PREVIEW

© Super Simple Sheets

Name: _____ 32

Curriculum Connection
D1.2

Activity - "Understanding Cannabis" Interview

Objective What are we learning about?

Help students build awareness and understanding of cannabis by interviewing their parents about knowledge, beliefs, and safety practices. This activity promotes communication, critical thinking, and informed decision-making.

Materials What will you need for the activity?

- [illegible] note-taking
- Interview [illegible] provided)
- Audio reco[illegible]vice o[illegible]one (optional, with parent perm[illegible]si[illegible]



Instructions How will you [illegible]mple[illegible]

1. Explain the purpose of the activity and rev[illegible]basic[illegible]ation about cannabis from the lesson.
2. Provide students with the interview questions g[illegible]l disc[illegible]espectful ways to ask questions.
3. Students interview a parent or guardian at home about the[illegible]kn[illegible]e and opinions on cannabis.
4. Each student asks the prepared questions and records their parent's answers.
5. Students reflect on what they learned and write 2–3 new insights from the interview.
6. In class, students share general ideas (without personal details) about what they discovered.
7. Discuss as a class how family conversations can help young people make safe and healthy choices.

PREVIEW

Name: _____ 33

Curriculum Connection
D1.2

Interview Questions

Introduction Questions:
• What do you know about cannabis? • Where have you heard or learned about cannabis before?
Knowledge and Awareness:
• How is cannabis commonly used by people? • What short-term effects of cannabis do you know? • What long-term effects of cannabis worry you most?
Beliefs and Opinions
• Why do you think people choose to use cannabis? • Do you think people should avoid cannabis? Why? • What risks do you think cannabis may have for students?
Advice and Safety
• What advice would you give about using harmful substances like cannabis? How can young people stay safe and make healthy choices?

Reflection	What did you learn from your parents/guardians about cannabis and making healthy choices?

PREVIEW

Name: _____ 35

Curriculum Connection
D1.2

Health Effects of Using Cannabis

Short-Term Effects Of Using Cannabis

- Relaxation
- Feeling happy or euphoric
- Feelings of anxiety, fear, and panic
- Loss of coordination
- Delaye[illegible]on time
- Dec[illegible]tion
- In[illegible]d hear[illegible]



Long-Term Effe[illegible]nnabis

- Smoking Cannabis [illegible] It can cause problems with breathing. Cannabis smoke has ha[illegible]mica[illegible] ingest through the smoke.
- It affects mental health and w[illegible]-be[illegible] anxiety, depression, psychosis
- It can lead to addiction which has n[illegible]e cons[illegible] lifestyle and relationships.
- The effects of using cannabis are more serious [illegible] your brain continues to develop until you are in your 20's. Cann[illegible]an a[illegible]our ability to learn. It can make it harder to concentrate and remember things [illegible]der to make decisions. It can affect your ability to achieve in school.

Why Do People Try Cannabis?

- Peer pressure
- Wanting to experiment
- Stress and coping
- Enjoyment and pleasure
- Media/movies and videos that show partying
- Family members who use cannabis or lack of supervision in the home
- Legalization leads to more permissive attitude towards use



PREVIEW

Name: _____ 36

Curriculum Connection
D1.2

True or False

Is the statement true or false?

1) Cannabis use can affect brain development.	True	False
2) Cannabis smoke has harmful chemicals.	True	False
3) Cannabis is good for your mental health.	True	False
4) Cannabis can make you have anxiety and panic.	True	False
5) Cannabis is addictive.	True	False

Question

What are the leading causes of people using cannabis?

Identify

Shade the box showing the real effects of cannabis.

	1) It can make it harder to focus and learn.
	2) It can affect how the brain grows in young people.
	3) It gives you super strength.
	4) It may affect memory and thinking.
	5) It guarantees you will become popular.
	6) It can slow reaction time and coordination.
	7) It makes people instantly smarter.
	8) It turns your eyes a different permanent colour.

PREVIEW

© Super Simple Sheets

Name: _____ 39

Curriculum Connection
D1.2

Vaping

What is Vaping

Vaping is otherwise known as electronic cigarettes or e-cigarettes. Vapes use a battery, a heating element and a liquid containing cartridge to create a vapour that is inhaled. There are different types. Some are disposable some are reusable. Some vapes look like a cigarette and some look like a flash drive.

E-c es do not contain tobacco, but they often contain nicotine, the addictive compone c. Nicotine is highly addictive and can harm brain development. Beca the nico cigarettes people become addicted to them very quickly. Vaping may lead e t moking tobacco and cannabis.

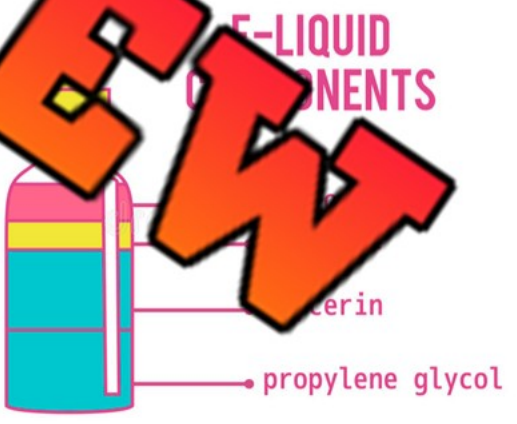
Vape dev al to use of colourful packaging and fruit and candy flavours. In Ontario, yo ye purchase products containing nicotine.

PREVIEW

Effects of Nicotine

When smoked nicotine is absorbed thro ungs to the bloodstream. It can take as little as 10 seconds to reach your brai Nicotine es y

- Feel good, energized and calm
- It increases your blood pressure
- It increases heart rate
- Decreases body temperature
- Alters brain waves and relaxes muscles
- Coughing, dizziness and dry irritated throat
- Nausea, weakness, stomach cramps and headache.
- It paralyses cilia in the lungs that clean dirt and germs out of the lungs causing more colds, flu, bronchitis and other diseases



Chronic exposure to nicotine affects brain development in people under 25. This can permanently negatively affect a person's thinking, reasoning, and behaviour including memory and attention. Electronic cigarettes can contain heavy metals, including nickel, tin and lead, that can cause damage to your lungs.

© Super Simple Sheets

Name: _____ 40

Curriculum Connection
D1.2

True or False

Is the statement true or false?

1) Vaping is harmless.	True	False
2) Fruit and candy flavoured vaping products are marketed to youth.	True	False
3) Most vaping products contain nicotine.	True	False
4) Vaping is not addictive.	True	False
5) Vaping [illegible] your brain develop because it makes you alert.	True	False

Reflec[illegible]

[illegible] yo[illegible] manufacturers add nicotine to e-cigarettes? Do you think [illegible]s is fa[illegible]

Fill-in

Write how a person might feel and one [illegible] choice [illegible] can make.

Situation	How a person might feel	H[illegible]
Being pressured to vape		
Wanting to vape because of stress		
Seeing friends vape at a party		

PREVIEW

Peer Pressure

What is Peer Pressure?

A **peer** is a person who is close to you in age. Your peers have similar interests and experiences to yours.

Peer pressure is the feeling that you must do the same thing as people who are your peers so th[illegible] they will like and include you in their group. Peer pressure can be negative or positive[illegible]mple of **positive peer pressure** is when you have friends who want to do well in s[illegible]s study for tests and have their homework done. In order to fit in, you m[illegible]l you h[illegible]ly harder and make sure you have your homework done so you will fit in w[illegible]ds. [illegible]an create positive peer pressure by always doing what you know is [illegible]

Negative Peer Pressure

Negative peer pressure is when [illegible] feel [illegible] something you know does not feel right, either because it is dangerous or [illegible]aging t[illegible]elf or others. Examples of negative peer pressure is pressure to:



Bully others
Try cigarettes or vaping
Skip school
Steal
Try alcohol



How to Avoid Peer Pressure

1. Know what is right. Respect your family values and do the right thing. Pay attention to what your gut is telling you and trust your feelings by saying no.
2. Be selective about your friendships. Choose friends with shared values.
3. Be confident in yourself. When you say no, mean it.
4. Plan ahead. Think about what you will say and do if you are being pressured.
5. Get support from a trusted adult.

PREVIEW

Name: _____ 45

Curriculum Connection
D2.3

True or False

Is the statement true or false?

1) Peer pressure can be negative or positive.	True	False
2) You can avoid peer pressure by choosing friends with shared values.	True	False
3) A peer is someone similar in age and experiences.	True	False
4) Negative peer pressure is when someone tries to influence you to do something [illegible] makes you feel uncomfortable.	True	False
5) Negati[illegible]essure is a normal part of growing up so there is nothin[illegible]	True	False

PREVIEW

Making Connecti[illegible]

[illegible]be a [illegible]ou experienced positive and negative peer pressure

Positive	
Negative	

Questions

In the spaces below give 2 examples of rules or values y[illegible]mily has that you may experience peer pressure to break.

1)	
2)	

© Super Simple Sheets

Name: _____ 46

Curriculum Connection
D2.3

Peer Pressure Scenarios

Think | Is the scenario an example of positive or negative peer pressure?

1) Amelia will only be partners with Hunter if he works hard	Positive	Negative
2) Liam tells Ben to take a chocolate bar from a store without paying	Positive	Negative
3) Curtis tells Josh to step on someone's pumpkin on their porch	Positive	Negative
4) Edwin ha cas a beer and says drink up, everyone is doing it	Positive	Negative
5) Ken s on his basketball team if he trains with him	Positive	Negative
6) Mya Steph a smoke to hang out with them	Positive	Negative
7) Landon wan h wi ncer and his friends but they only eat healthy f	Positive	Negative
8) Emma always play vide ut her ls prefer to exercise so she doesn't play as much	Positive	Negative
9) Lyla usually goes to bed at 7:00 pm b nds s stay out until 9:00 pm.	Positive	Negative
10) Evan loves to study but his friends tell him h d pla games instead	Positive	Negative

PREVIEW

Questions | Answer the questions below

1) Why is it so important to hang around with the right friends? How ng friends change your life for the worse?

2) Do you have friends that positively or negatively peer pressure you? Explain using examples.

© Super Simple Sheets

Name: _____ 47

Curriculum Connection
D2.3

Peer Pressure Scenarios

Think Imagine a scenario in which you might face peer pressure. This could be something you anticipate happening, but make sure it is realistic. Then follow the prompts to assess risks and benefits of saying yes and saying no.

Scenario	

Saying Yes

List at least 2 risks	List at least 2 benefits

Saying No

List at least 2 risks	List at least 2 benefits

PREVIEW

Do the risks outweigh the benefits? Are they worth it?
_____
_____
_____

Is this a scenario of good or bad peer pressure and why?
_____
_____
_____

Name: _____ 49

Curriculum Connection
D2.3

Refusal Skills

Overcoming Peer Pressure

Peer pressure is very common between the ages of 12 and 19 years of age. Youth give in to peer pressure because they want to fit in, they want to be liked or they worry they will be bullied if they do not go along with their peers. Some youth give in to peer pressure because they are curious about the activity they are being pressured to do even when they feel that th ity is wrong.



It is o rcome peer pressure, so it helps to be prepared for situa where yo l pressure. We can all practice refusal skills so that we are re no ve in to peer pressure.

Refusal Skills



Refusal skills are things a n can say o they will not be swayed by peer pressure. Refusal skil nel oid risky behaviours. If you are dealing with peer pressure yo

1. Say, "No thanks."
2. Give a reason not to do it that gets you awa the fi d as. "I have to go home." or blame your parents, say "I'll be groundе f I do
3. Walk away. You do not need to stay and listen to someo ing to do something that is not right for you. Say no and walk away.
4. Change the subject. You can say, "let's go play video games instead" s get a snack I'm hungry."
5. Use humour. You can say, "I need all my brain cells." or "No thanks that stuff will stunt my growth and give me yellow teeth."
6. Be a broken record, keep saying no until you can think of another way to get away.
7. Cold shoulder or ignore. Turn away and talk to someone else as if you have not heard the suggestion.
8. Avoid going to places at times when you know there will be peer pressure.
9. Surround yourself with friends who make good choices.

PREVIEW

Name: _____ 50

Curriculum Connection
D2.3

True or False

Is the statement true or false?

1) If you are being pressured by peers there is nothing you can do.	True	False
2) If you want to keep your friends you should give in to peer pressure.	True	False
3) When a situation is making us uncomfortable we should walk away.	True	False
4) We should practice refusal skills to avoid giving in to peer pressure.	True	False
5) It is a good idea to blame your parents for you not doing something risky.	True	False

Thinking

Generate peer pressure situations

1)	
2)	
3)	

Refuse

For each of the 3 situations above use a different strategy

1)	
2)	
3)	

PREVIEW

© Super Simple Sheets

Name: _____ 51

Curriculum Connection
D2.3

Practicing Refusal Skills

It's unfortunate, but at some point in your life, you will be asked to do something you don't want to do. Today, you will practice saying no, using 5 different strategies. You will:

- Make a joke saying no – "I'd rather drink pond water than drink that poison"
- Give a reason why it's a bad idea – "No thanks, my brain is still developing"
- Make an excuse why you can't – "I can't because I have hockey tonight"
- Suggest a different activity – "Why don't we play basketball instead"
- Say no assertively – "No and don't ask me again!"

PREVIEW

Practice different refusal options to say no

You're at a friend's house and their parents are gone. They decide to get a beer out of the fridge and they ask you if you want one.

Make a joke	
Give a reason	
Make an excuse	
Suggest a different activity	
Say no assertively	

© Super Simple Sheets

Name: _____ 52

Curriculum Connection
D2.3

Practicing Refusal Skills

Practice | Use the different refusal options to say no



While you are at the park, your friend pulls out some cannabis. They want you to try it.	
Make a joke	
Give a reason	
Make an excuse	
Suggest a different activity	
Say no assertively	

A friend at school has a vape pen. They hand it to you a[illegible]s.	
Make a joke	
Give a reason	
Make an excuse	
Suggest a different activity	
Say no assertively	

PREVIEW

© Super Simple Sheets

Name: _____ 53

Curriculum Connection
D2.3

Comic Strip Assignment – Saying No

Create a comic strip that shows one or more characters using negative peer pressure to get another character to do a behaviour that could lead to addiction. Some examples of these potentially addictive behaviours include:

- Using drugs – alcohol, cannabis, tobacco, vaping
- Gambling
- Playing video games

Outline Plan your comic strip below

PREVIEW

1) Whi dicting will your story be about?

2) How many charac will mber, you'll need to draw them all.

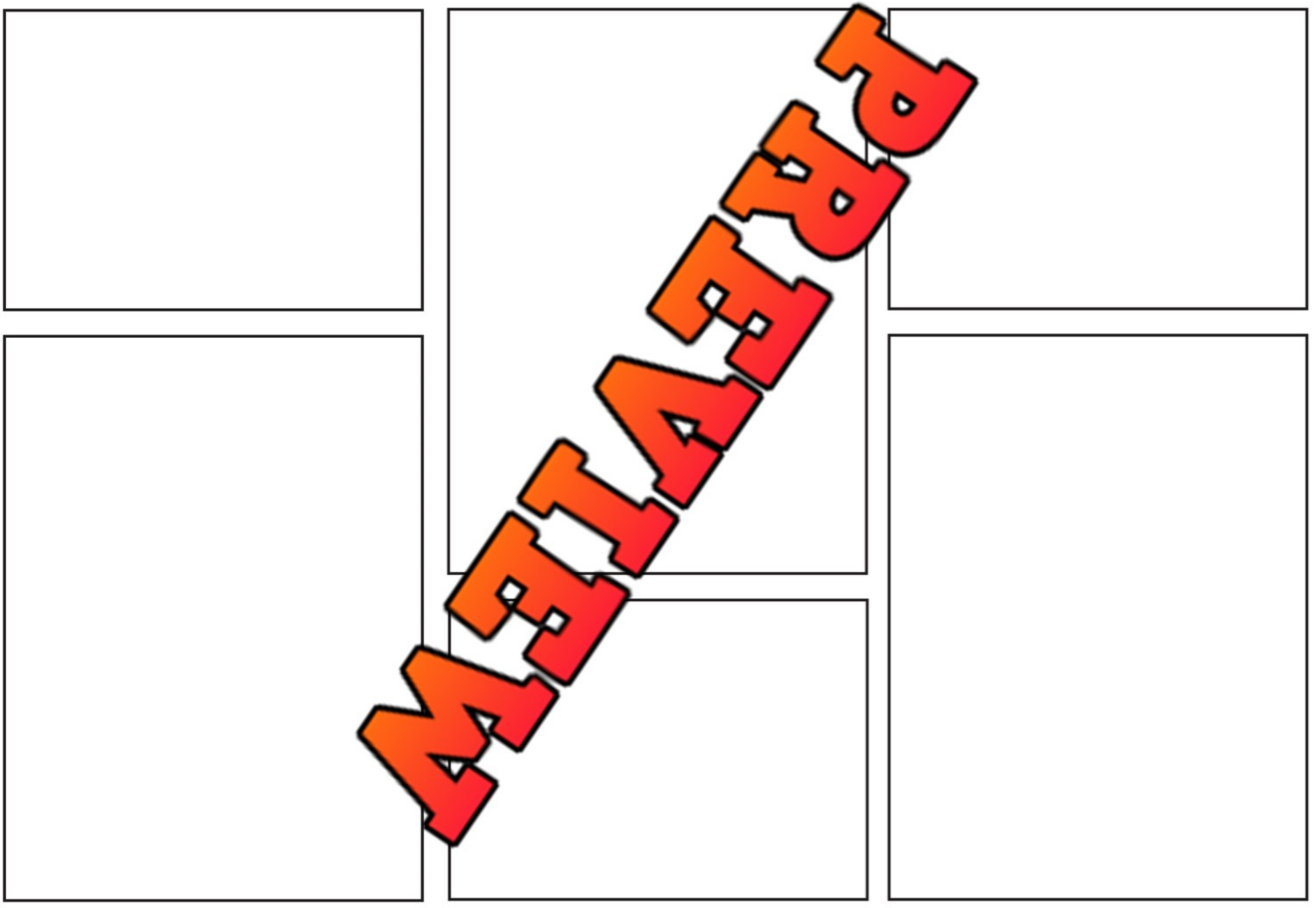
3) Where will the story take place? (Wh e setti

4) What will the "bad" character(s) say to the other cha te try to m to do the addicting behaviour?

5) How will the character refuse the use of the addicting behaviour?

© Super Simple Sheets

Name: _____



Name: _____ 60

Curriculum Connection
D3.3

Activity: Influences on Choices Role Play

Objective

What are we learning about?

Help students understand how media, stress, and peer pressure can influence decisions about substance use and practise making safe, healthy choices.



Materials

What will you need for the activity?

- Scenario cards describing different influence situations (media, peer pressure, stress, family influence)
- Simple props (optional: headphones, backpack, etc.)
- Open space for role-play

Instructions

How will you complete the activity?

1. Prepare the scenario cards that show situations where a person may feel influenced to try alcohol or drugs (e.g., friends offering alcohol, seeing vaping online, stress from school).
2. Begin with a short discussion about how media, stress, and peer pressure can affect choices.
3. Divide students into small groups and give each group one situation scenario card.
4. Allow groups time to read their scenario and plan a short role play showing both the influence and a healthy response.
5. Students perform their role play while classmates observe the choices made by the characters.
6. After each performance, discuss what influence was shown and what safe or positive decision could be made instead.
7. Conclude with a reflection on how students can resist negative influences and make responsible choices in real life.

PREVIEW

© Super Simple Sheets

Name: _____ 61

Curriculum Connection
D3.3

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Boredom After School	It's Friday after school, and you and your friends say there's "nothing to do." Someone suggests trying a substance they found because "it'll make things more fun." A few friends laugh and say it's no big deal. They look at you and ask if you're in. What do you do?
Online Challe	see a trending social media challenge where teens are stin os of themselves trying vape tricks. Some classm talking about doing it to get more views and follo hem tags you and says, "You should do it t be fu at do you do?
Feeling Left Out	At lunch, you e a gro nts talking and laughing together. Lat hear ne say that drinking at weekend p is h e ally "fit in." You've been feeling left ou d part u wonders if joining in would help you bel t do o?
Curiosity About Cannabis	In class, some students are saying cannabis i e because it's natural and "not a big deal." They talk confidently and make it sound harmless. You feel curious but also unsure if that's true. They ask what you think. What do you do?
Peer Support	Your close friend tells you privately that they feel pressured to vape but don't actually want to. They're worried about losing friends if they say no. They ask you what they should do. What do you say?

PREVIEW

Name: _____ 62

Curriculum Connection
D3.3

Scenario Cards | Cut out the topics below.

Scenario	Key Moments/Descriptions
Party Pressure	You're at a birthday party where older students are hanging out. Someone offers you a drink and says, "Everyone here is trying it." A few people are watching to see what you'll do. You don't want to look uncool. What do you do?
Influencer Tr	pu influencer you follow posts about using energy rinks ning to "boost focus." Your friends start talking abou fore a big test. They ask if you're going to jo What u do?
Team Celebration	Your sports team just w big g Some teammates suggest celebrating h g alc use "we earned it." They pressure you t pa What do you do?
Group Chat Dare	In a group chat, someone dares everyone to p a video trying a risky behaviour. People are reacting with laughing emojis and tagging you. You don't want to be left out. What do you do?
Older Sibling Influence	Your older sibling and their friends are hanging out. They say trying cannabis is "no big deal" and that it helps you relax. They tell you not to tell anyone. What do you do?

PREVIEW

© Super Simple Sheets

Name: _____ 63

Curriculum Connection
D3.3

Music and Substance Abuse Messages

Substance Abuse in Music

Music is an important part of our lives. People use music as an escape from their current situation, a way to relate to someone else, or simply to relax. But is music beneficial? Many believe the messages being delivered to the public are dangerous, especially to our younger generations who might believe more of what they hear.



A stu by the Archives of Pediatrics and Adolescent Medicine states th todays popular music contains drug abuse references. In ad if you li hour of popular music, you will hear an average of ove s t bstance abuse.

Most of the es ar is and alcohol, but about 12% are promoting miscellaneous substan s amines and cocaine. Unfortunately, only 4% of all popular music has pos sag t substance abuse is bad.

Glamorization of Substance Use in Musi

Too many songs glorify alcohol and other ubstanc . The monly show partying and having fun while using these substances. To udien appears the artists are using these drugs all the time.



However, for most of the successful musicians, this is ca ts are hard working individuals with a lot of responsibilities. They do not h he ability to use drugs and continue with their demanding workload. Of cours e are exceptions, with some artists needing rehabilitation to get their health back. The song, “Not Afraid” by Eminem, is about him not being afraid to get sober and end his addiction with drugs. Eminem is in recovery and just celebrated 14 years clean in 2022.

Our Youth and These Messages

It is not helpful for young individuals to be bombarded with messages that promote substance abuse. Children look up to these artists. Their role models shape how they will behave and affect the decisions they will make. It’s important they hear more positive peer pressure from artists like Eminem who wished they never used drugs in the first place.

PREVIEW

© Super Simple Sheets

Name: _____ 64

Curriculum Connection
D3.3

True or False

Is the statement true or false?

1) Half of popular songs reference drug use	True	False
2) One-third of all popular songs reference drug use	True	False
3) Pop songs often mention drugs many times in one hour.	True	False
4) There are a lot of songs that promote not using drugs	True	False
5) Eminem is clean and is now a positive role model against drug use	True	False

Making Connections

...ou think of a song that discusses using drugs? How does it make you ... think some kids will use this drug because they think the artist uses ...

PREVIEW

Questions

Answer the questions below using ...nce from ...ext

1) Why is it a problem that musicians promote using drugs?

2) Can artists lie in their writing? Do their lyrics have to be true? Should we believe artists are drug users just because they write about it?

Name: _____ 65

Curriculum Connection
D3.3

Song Lyrics – Positive Message

Eminem wrote the song, "Not Afraid" as a dedication to anyone who has ever struggled with addiction. In 2007, Eminem nearly lost his life from a methadone overdose. The rap star entered a rehab facility in 2005 and after one relapse, he has been clean since 2008. He hopes his story will serve as a source of encouragement for others to stay away from drugs. He understands his influence on younger generations and has decided to be a positive role model for them.

Analyze d the song lyric and explain what Eminem is saying

It was cision t n, I did it for me
Admittedly I prob blic ally for you
So I could com k and ne ou helped see me through

_____

_____

_____

Come take my hand (come take my hand)
To get to this one
We'll walk this road together, through the storm
Now some of you might still be in that place
Whatever weather, cold or warm
If you're tryna get out (just lettin' you know that you're not a
Just follow me (holla if you feel like you've been down the same road
I'll get you there



_____

_____

_____

I'm strong enough to go to the club or the corner pub
And lift the whole liquor counter up 'cause I'm raising the bar
I'd shoot for the moon but I'm too busy gazin' at stars, I feel amazing

_____

_____

_____

PREVIEW

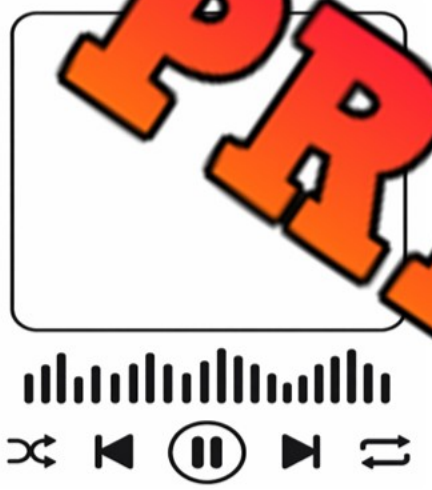
Name: _____

Curriculum Connection
D3.3

Song Lyrics – Music and Choices

Write the title of a real song you know or create your own song playlist that matches the idea. Inside the box, draw the background music or scene you imagine when listening to that song (for example: party, calm place, friends, nature, school, etc.).

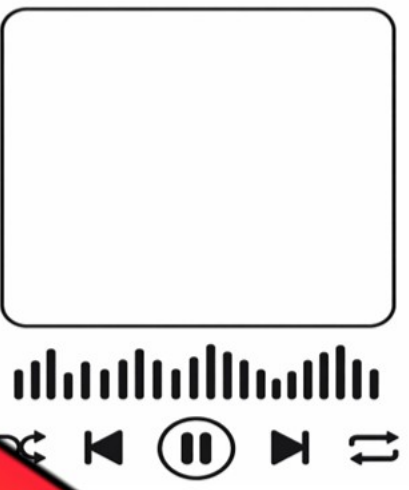
A song that talks about s[illegible]ing **NO** to drugs [illegible]hol



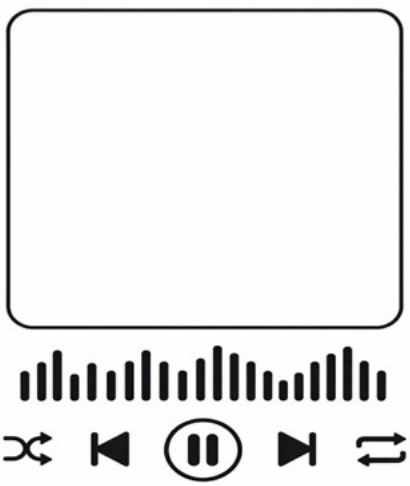
A song that talks about partying or drinking



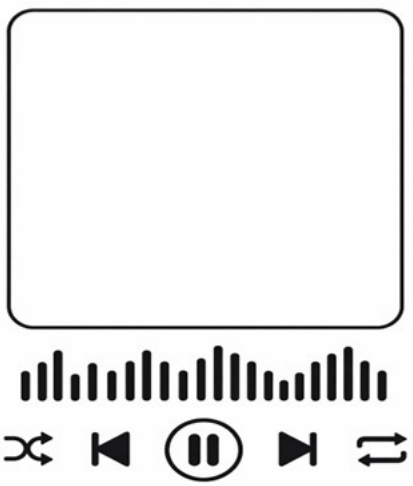
A song that makes me think about making good choices



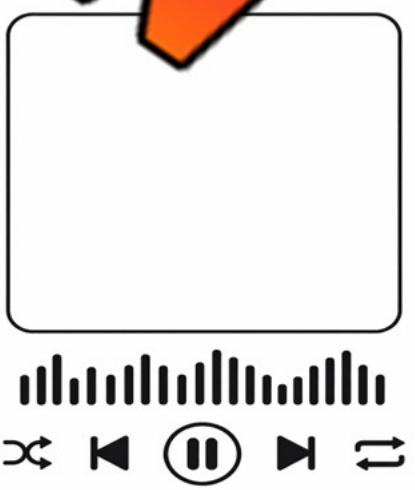
A song that reminds me to be healthy and safe



A song that teaches a good lesson



so[illegible] m[illegible]es me fe[illegible]



PREVIEW

© Super Simple Sheets

Name: _____ 72

Unit Test – Substance Use and Addictions

Multiple Choice Circle the best answer. Only choose 1 answer!

1) In Ontario, the legal drinking age is: a) 18 b) 19 c) 20 d) 21.	2. Using cannabis in your teens a) Will help you overcome peer pressure. b) Stunts your growth c) Causes bone cancer. d) Causes harm to your brain development
3. Nicoti a) An ad ve drug b) Not present i s. c) Is only harmful in tes. d) Harmless in small quanti	4. Fifty percent of the cannabis sold in Canada is: a) Contaminated. b) Illegal black-market cannabis. c) Given to cancer patients. Harmful to teenagers..
5. Addiction is: a) Giving in to peer pressure.. b) When you have liver damage. c) When you drink alcohol everyday. d) When a person relies on a substance even though it causes harm to himself and others.	em drinking is: Anot me for addiction b) Dri alc when you have a problem ng pe le drinking that ca pro d) Less co ad
7. Which statement is not true? Peer pressure: a) Is the feeling you must do something to be liked or accepted in your peer group. b) Can be negative or positive. c) Causes harm to your brain development. d) Can be a form of bullying.	8. The Media: a) Influences your choices. b) Gives a balanced view of every issue. c) Does not have a big impact on young people.. d) Tries to help us make healthy choices.
9. Which factor makes a person feel the effects of alcohol more? a) Age B) Gender c) Mixing with other drugs d) All of the above	10. Binge drinking is... a) When we drink responsibly b) When we mix drinks with medicine c) When we drink until we are intoxicated d) All of the above

PREVIEW

Define What do the terms below mean?

Term	Definition – What does it mean?
Addiction	
Peer Pressure	
Vaping	

PREVIEW

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

1) What are 3 short-term effects of drinking alcohol?

2) What are 3 long-term effects of drinking alcohol?

3) What factors affect how we feel the effects of alcohol?

© Super Simple Sheets