

RELATED FOUNDATIONS:

- Student Engagement

RESOURCES:

- [Substance Use, Addictions and Related Behaviours](#)
- [Cannabis Education Activity Plans](#)

Ophea Resources

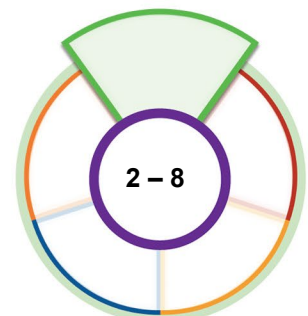
ACTIVITY GOAL: Use lesson plans created by Ophea to support substance use curriculum.

ACTIVITY INSTRUCTIONS:

1. Login or create an account at [Ophea](#)
 - *You must be logged into your Ophea account to access the resources
2. See Ophea lesson plans, by grade:
 - [Substance Use, Addictions and Related Behaviours](#)
 - [Cannabis Education Activity Plans](#)
 - [Ophea Lesson Plans](#)

Curriculum Connections

- Grade 2: D1.3 Prescription/non-prescription medicines, D3.2 Medication, healthy alternatives
- Grade 3: D1.3 Impact of use of legal/illegal substances, D2.3 Decision making - substance use/behaviours
- Grade 4: D1.4 Tobacco and vaping, D2.3 decisions about smoking and vaping, D3.2 short- and long-term effects of smoking and vaping
- Grade 5: D1.2 Short-and long-term effects of alcohol use, D2.3 Refusal skills – alcohol use and other behaviours, D3.3 decision to drink alcohol, use cannabis; influences
- Grade 6: D1.2 Effects of cannabis, drugs, D2.4 Strategies, safe choices, influences, tobacco, alcohol, cannabis
- Grade 7: D1.2 Mental health, substances, support, D2.3 Body image, substance use, D3.2 Implications of substance use, addictions and related behaviors
- Grade 8: D1.3 Warning signs, consequences



Curriculum Connections for Substance Use and Associated Ophea Lesson Plans

Grade	Health and Physical Education (HPE) Specific Learning Expectation	Ophea Lesson Plans and Resources (Lesson Plans H&PE Resources)
1	<p>D3.2 Unhealthy habits, healthy alternatives identify habits and behaviours (e.g., excessive screen time or video game usage, smoking,** vaping) that can be detrimental to health, and explain how people can be encouraged to adopt healthier alternatives</p>	<p>D2.3 Unit Name: We Stay Safe</p>
2	<p>D1.3 Prescription/non-prescription Medicines describe the difference between prescription medicines and non-prescription medicines, giving examples of each, and identify rules for the proper use of all medicines</p> <p>D3.2 Medication, healthy alternatives describe methods that may be used instead of or in combination with medication to maintain good physical and mental health and prevent or treat various health problems (e.g., getting more sleep to help get rid of a cold; getting more fresh air and physical activity to relieve headaches; eating healthier meals as recommended in Canada's Food Guide or Canada's Food Guide for First Nations, Inuit, and Métis; using natural healing treatments, Indigenous health practices)</p>	<p><u>Healthy Living Strand</u> Unit Name: Practising Safe Behaviour</p> <ul style="list-style-type: none"> • Lesson 3/5: Monitoring Prescription Medicine – Students use the T-chart to compare non-prescription vs prescription medication • Lesson 4/5: Alternative Health Habits – Students have discussion about other ways they can treat health problems besides using medicine.
3	<p>D1.3 Impact of use of legal/illegal substances demonstrate an understanding of different types of legal and illegal substance use (e.g., dependency on nicotine in cigarettes or vapour products, or caffeine in coffee, energy drinks, and colas, or sugar and salt in sports drinks, or alcohol in beer, wine, and spirits) and both the mental and physical impacts of problematic use of these substances on themselves and others (e.g., dependencies or addictions, relationship stresses, financial stresses, legal issues, health issues, environmental issues)</p>	<p><u>Healthy Living Strand</u> Unit Name: Making Healthy Choices</p> <ul style="list-style-type: none"> • Lesson 1/5: What Do You Already Know? • Lesson 2/5: Legal and Illegal Substances • Lesson 2/5: Healthy Choices About Substances and Behaviours • Lesson 3/5: Staying Safe in Different Places • Lesson 4/5: Legal and Illegal Substances • Lesson 4/5: Guidelines for Staying Safe Outside of School • Lesson 5/5: Health Knowledge in Action

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	<p>D2.3 Decision making - substance use/behaviours apply decision-making strategies to make healthy choices about behaviours and the use of various substances in ways that could lead to dependencies, identifying factors that should be considered (e.g., <i>short-term use of medications can be helpful for an illness, but misuse of some medications could lead to dependency or harm; moderated television watching or computer use can provide healthy entertainment or new learning or be necessary to complete school work, but too much screen time can reinforce sedentary habits and inactivity, which can lead to social isolation and increased vulnerability to physical and mental health problems; cultural teachings can provide guidance when considering the impact of using substances</i>)</p>	
4	<p>D1.4 Tobacco and vaping identify substances (e.g., <i>nicotine, carbon monoxide, tar</i>) found in tobacco* and vaping products (e.g., <i>cigarettes, e-cigarettes, cigars, pipe tobacco, chewing tobacco, snuff</i>) and smoke, and describe their effects on health</p> <p>D2.3 decisions about smoking and vaping demonstrate the ability to make and support healthy, informed choices about smoking and vaping, using their understanding of factors that affect decisions about smoking and vaping and a variety of social-emotional learning skills (e.g., <i>applying decision-making, assertiveness, and refusal skills; considering alternative coping strategies for stressful situations; thinking in advance about values, cultural beliefs, and personal choices; identifying the pros and cons of both making a change and not making a change; being aware of peer pressure;</i></p>	<p><u>Healthy Living Strand</u> Unit: Substance Misuse and Injury Prevention: Making Healthy Choices</p> <ul style="list-style-type: none"> • Lesson 1/5: What Do You Know About Tobacco and Vaping • Lesson 2/5: The Impact of Smoke and Vaping on the Body • Lesson 3/5: Under Pressure • Lesson Title: Making Healthy and Safe Decisions Part 1 - Given a scenario, students work in groups to work through a decision-making process • Lesson Title: Making Healthy and Safe Decisions Part 2 – students share their scenario from previous lesson via a skit

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	<p><i>avoiding situations where people will be smoking or vaping; using conversational strategies, such as saying no strongly and clearly, giving reasons, changing the topic, making a joke, asking a question)</i></p> <p>D3.2 short- and long-term effects of smoking and vaping describe the short- and long-term effects of first- and second-hand smoke on smokers and on people around them, and the effects of vaping</p>	
5	<p>D1.2 Short-and long-term effects of alcohol use describe the short- and long-term effects of alcohol use, and identify factors that can affect intoxication (<i>e.g., amount consumed; speed of consumption; sex, body size, emotional state; combinations with other drugs, such as cannabis, food, or substances such as energy drinks</i>)</p> <p>D2.3 Refusal skills – alcohol use and other behaviours demonstrate the ability to apply decision-making, assertiveness, and refusal skills to deal with pressures pertaining to alcohol use or other behaviours that could later lead to addiction (<i>e.g., smoking,* vaping, drug use, gambling, video game use</i>)</p> <p>D3.3 decision to drink alcohol, use cannabis; influences identify personal and social factors (<i>e.g., emotional, physical, mental, spiritual, cultural, legal, media, and peer influences</i>) that can affect a person's decision to drink alcohol or use cannabis at different points in their life</p>	<p><u>Healthy Living Strand</u> Unit Name: Awareness + Action = Power</p> <ul style="list-style-type: none"> • Lesson 1/5: Factors That Affect My Decisions • Lesson 2/5: Who Can Help? • Lesson 3/5: Who is Affected? • Lesson 4/5: In Their Shoes • Lesson 5/5: Awareness Campaign <p>Grade 5 Activity</p> <ul style="list-style-type: none"> • Factors That Affect My Healthy Choices
6	<p>D1.2 Effects of cannabis, drugs describe the range of effects associated with using cannabis, other drugs (<i>e.g., prescription medications such as opioids; illicit opioids such as heroin, crack, cocaine, Ecstasy, crystal</i>)</p>	<p><u>Healthy Living Strand</u> Unit Name: Making Healthy Choices</p> <ul style="list-style-type: none"> • Lesson 4/5: Influencing Choices – Students work in groups to discuss factors influencing drug use. <p>Unit Name: Connections for Healthy Living</p>

Curriculum Connections for Substance Use and Associated Opeha Lesson Plans

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	<p><i>methamphetamine</i>), and intoxicating substances (e.g., <i>gas, glue</i>)</p> <p>D2.4 Strategies, safe choices, influences, tobacco, alcohol, cannabis use decision-making strategies and skills and an understanding of factors influencing drug use (e.g., <i>personal values, peer pressure, media influence, curiosity, legal restrictions, cultural, religious, and spiritual teachings</i>) to make safe personal choices about the use of drugs such as alcohol, tobacco,* and cannabis, and about activities such as vaping, including the choice to abstain</p>	<ul style="list-style-type: none"> • Lesson 1/5: Understanding Drug Abuse – Students work in groups to discuss and present short-term and long-term effects of using cannabis. Includes jeopardy questions to increase knowledge about cannabis. • Lesson 2/5: Getting Help – Students identify the impact of substance use on family/friends and identify community agencies that can support healthy choices or provide addiction support. <p>Unit Name: Healthy Decision Making (Personal Safety and Injury Prevention)</p> <ul style="list-style-type: none"> • Understanding Drug Use <p>Grade 6 Activities</p> <ul style="list-style-type: none"> • Did You Know? • What Would I Do? - Students analyze scenarios to apply decision making strategies and skills to make safer choices when dealing with situations involving cannabis.
7	<p>D1.2 Mental health, substances, support demonstrate an understanding of linkages between mental health problems and problematic substance use, as well as between brain development and cannabis use, and identify school and community resources (e.g., <i>trusted adults at school, guidance counsellors, public health services, help lines</i>) that can provide support for mental health concerns relating to substance use, addictions, and related behaviours</p> <p>D2.3 Body image, substance use explain how preoccupation with body image or athletic performance can contribute to harmful or problematic eating habits and substance use, and demonstrate the ability to make informed choices about caring for their bodies</p>	<p><u>Healthy Living Strand</u> Unit Name: Making Choices for Personal Health</p> <ul style="list-style-type: none"> • Lesson 2/5: Harassment and Resolution Strategies Curriculum Connections: A1.1, A1.2, A1.4, D1.1, D2.2 • Lesson 3/5: HELP, HELP, HELP – Students determine sources of support for specific substance use scenarios. • Lesson 4/5: Healthy Bodies – Students discuss how the preoccupation with body image can contribute to substance use. • Lesson 5/5: What Would you Do? – Students complete case studies and explain connections between harassment and bullying, the

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	<p>D3.2 Implications of substance use, addictions and related behaviors analyse the personal and societal implications of issues related to substance use, addictions, and related behaviours (e.g., effects of technology dependence on school and workplace performance, personal relationships, and physical health; impacts of pornography viewing patterns on relationships; risks associated with vaping and chewing tobacco; effects of second-hand smoke on non-smokers and children; legal and health implications of underage drinking and cannabis use; body damage and reputation loss among athletes as a result of the use of steroids and other performance-enhancing drugs; risk of HIV/AIDS with intravenous drug use; risk of fetal alcohol spectrum disorder [FASD] as a result of alcohol use during pregnancy)</p>	<p>benefits and dangers of technology and the linkages among preoccupation with body image, mental illness and substance use.</p> <p>Unit Name: Personal and External Factors and Influences</p> <ul style="list-style-type: none"> • Lesson 3/5: Who's Influencing You? Continued – Students identify who can be harmed by substance use (e.g. personal and societal implications). In groups students work through substance use scenarios and describe the problem and the action the group would take. <p>Grade 7 Activity</p> <ul style="list-style-type: none"> • Cannabis Use and Health Effects
8	<p>D1.2 identify situations that could lead to injury or death (e.g., concussions from contact sports or accidents; traumatic head, brain, or spinal cord injuries from falls or diving into unknown water; injuries in car accidents; mental, physical, emotional, or social harm resulting from mental health and/or addiction problems), and describe behaviours that can help to reduce risk (e.g., wearing protective gear, especially helmets;* thinking before acting; avoiding conflicts that could lead to violence; avoiding diving into unknown water; being cautious when driving or riding ATVs, tractors, boats, or snowmobiles; following hunting and trapping protocols; being aware of food safety when cooking and preparing food; using self-acceptance, coping, and help-seeking skills)</p> <p>D1.3 Warning signs, consequences identify and describe the warning signs of problematic substance use and related behaviours for a variety of activities and</p>	<p>Healthy Living Strand Unit Name: Keep Yourself Safe</p> <ul style="list-style-type: none"> • Lesson 1/5: Dangerous Situations • Lesson 2/5: Assessing Dangerous Situations • Lesson 3/5: The Dangers of Substance Use – warning signs, problematic use, addictions and consequences • Lesson 4/5: Substance Use Impacts – Community-based resources, support services • Lesson 5/5: Responding to Scenarios – apply social-emotional learning skills, knowledge of potentially dangerous situations, the impact of violent behaviours, and problematic substance use and addictive behaviours, to make reasoned decisions. <p>Grade 8 Activity</p>

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	<p>substances, including cannabis (e.g., changes in behaviour, negative impact on mental health, gradual withdrawal from social circles, a drop in academic performance), and the consequences that can occur (e.g., financial problems resulting from online gaming or gambling; unhealthy expectations of intimacy from repeated exposure to unrealistic portrayals of sex online; 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)</p>	<ul style="list-style-type: none"> • Cannabis and You – Making Safe Choices
1-8	<p>Additional Activities and Resources that can be found on the Ophea website</p>	<p>Activities</p> <ul style="list-style-type: none"> • Mindful Moments • Music Mondays • Family Feud • Write About It! • Can We Talk? • Did You Hear That? • Sidewalk Chalk Talk • Creative Ways to Say No • Artistically Speaking... • Target Your Influences • Smoke, Eat, Vape, Drink: What's The Difference? • Cannabis Jeopardy

Curriculum Connections for Substance Use and Associated Opeha Lesson Plans

Grade	Health and Physical Education (HPE) Specific Learning Expectation	Opeha Lesson Plans and Resources (Lesson Plans H&PE Resources)
		Resources, videos <ul style="list-style-type: none"> • Vaping Education Resources (grade 4-8) • Cannabis Education Resources • Ideas for Action