



(Insert School Logo)

# **Grade 9**

## **Substance Use Awareness**

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Room #: \_\_\_\_\_

**/ 63 marks (2023)**

## Substance Use Awareness Goals

- Understand categories of substances
- Explore why youth may or may not use
- Learn harm reduction strategies including abstinence
- Identify signs of problematic use and resources

4 things I know about substances (4 marks)

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

4 things I wonder about substances (4 marks)

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

5 reasons why someone uses substances (5 marks)

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

5. \_\_\_\_\_

5 reasons why someone does not use substances (5 marks)

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

5. \_\_\_\_\_

Why is it important not to judge someone for whatever decision they make around substances? (2 marks)

What can you do if you are worried about someone else's substance use? (2 marks)

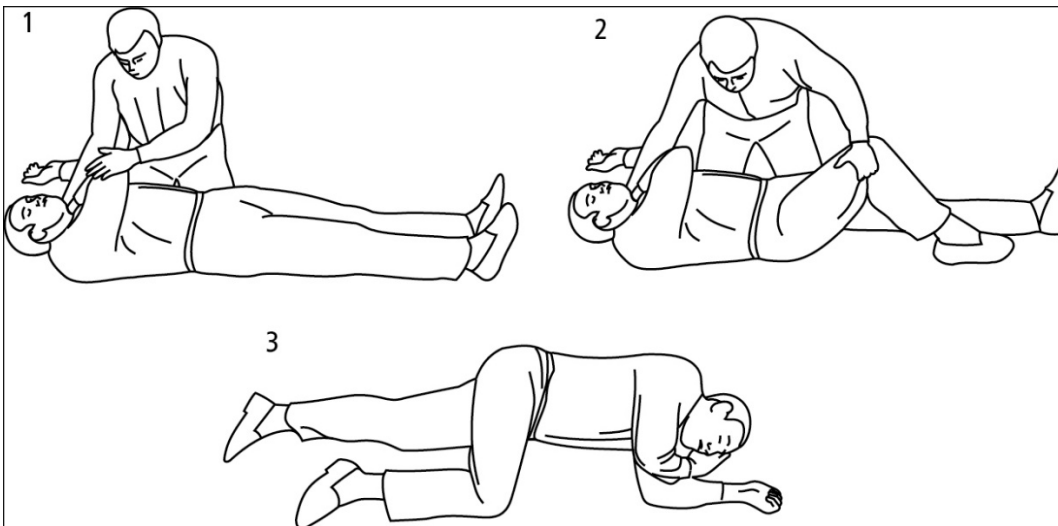
**Recovery Position** (7 marks)

When do you put someone in the recovery position? (2 marks)

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When do you call 911? (2 marks)

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3 Steps for putting someone in the recovery position (3 marks)

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

## Substance Use Info Matching Game! (10 marks)

Write the matching number of the correct substance category on the right with each desired effect (what people want from using) & potential harm (side effects or risks) on the left.

### SUBSTANCE CATEGORIES

<b>DESIRED EFFECTS</b>	___ Feeling chilled out and giggly, calms upset stomach, slowed sense of time.	<b>1. INHALANTS</b> <b>Solvents and gasses not intended for human consumption (e.g., gasses)</b>
	___ Alert and awake, happy, or "high" increased tolerance to pain.	
	___ Seeing/hearing things that others don't, openness and sense of well-being, more energy.	<b>2. DOWNERS</b> <b>Alcohol, painkillers, heroin, sleeping pills</b>
	___ Quick and fast high, giddy, and lightheaded or dizzy, immediate escape from reality.	
	___ Slows the body down, makes you sleepy, pain relief (physical and emotional).	<b>3. UPPERS</b> <b>Cocaine, caffeine, crystal meth, speed, ecstasy</b>
<b>POTENTIAL HARMS</b>	___ Crash (feeling depressed, upset, mad or tired), overdose, addiction/problematic use	
	___ Memory loss, loss of hearing and sense of smell, brain damage, changes in personality	<b>4. CANNABIS</b> <b>Pot/Weed, dried buds, hash, oil, edibles, shatter/dab</b>
	___ Panic or paranoia, slowed reaction time/less alert, greening out	
	___ Bad trip, nausea (upset stomach), confusion and accidental injury.	<b>5. HALLUCINOGENS</b> <b>Magic mushrooms, acid, ecstasy/MDMA, ayahuasca, peyote</b>
	___ Lowered inhibitions so taking more risks, overdose, addiction/problematic use.	

## Comic Strip Assignment (24 marks)

### Fill in all the Blanks

#### Scenario Options

Option 1: If your character is choosing abstinence, what are 4 ways to say no without using the word "no?" Incorporate two into the comic strip. (4 marks)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Option 2: If a character is choosing to use a substance, what are 4 ways to stay safer when using? Incorporate two into the comic strip. (4 marks)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Option 3: If the character has a problem with substances, what are 4 signs they are in trouble? Incorporate two into the comic strip and where they can get help. (4 marks)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

#### Criteria:

Create a realistic comic strip scenario picking one scenario option involving youth regarding substances.

You must use all of the boxes on the comic strip template and each box must contain a picture and at least one speech bubble. You should create a situation and a way of handling it that is realistic. (12 marks)

## Comic Strip Template
