

Grade 7 – Substance Use, Addictions, and Related Behaviours

Purpose:

Schools and educators play an important role in supporting the health and wellbeing of youth. This is especially important in the current context of [cannabis legalization](#), increased [prevalence of youth vaping, alcohol use](#), and [mental health impacts of the COVID-19 pandemic](#). It is vital that students have the knowledge and skills to make healthy (lower-risk) decisions related to substance use. Similarly, it is important to promote critical thinking skills and health literacy so students can [combat digital mis- and disinformation](#) and make informed choices.

Objectives:

Students will explore the connection between mental health and problematic substance use, including cannabis use. They will analyze advertisements to understand factors that contribute to problematic substance and will demonstrate the ability to make informed choices that exemplify health living. Finally, they will analyze personal and societal implications of substance use and addiction and will identify school and community resources that are available to provide support for mental health or substance use concerns.

Intended Use:

This unit was created for use by educators with consideration of the varied ways that a health program can be delivered. Options for program delivery include:

- By physical education teachers who teach their own health program
- By classroom teachers who integrate the Healthy Living strand into their program
- Co-facilitation by the classroom teacher and physical education teacher, public health nurse or student leader. As educators, you know the importance of enhancing student learning and demonstrating the relevance of Healthy Living in the lives of your students. Co-teaching is another way to further this practice. In addition, co-facilitation with students can promote student engagement, leadership, and power-sharing. It acknowledges that youth have shared knowledge and their input is valued.

Implementation Options:

Technology

Options for integrating technology are provided throughout the unit. Educators are encouraged to use a variety of online interactive tools such as [Slido](#), [Poll Everywhere](#), the [Flip](#) video app and [Padlet](#) virtual bulletin boards. These are especially effective tools for sharing reflections anonymously or allowing reluctant writers to orally communicate their learning.

For more information about how these virtual tools can complement your teaching, refer to the following technology guides for educators:

- [Slido “how to” documents](#) or YouTube [tutorial](#) video

- [Poll Everywhere Instructor Guide](#)
- [Flip Educator Toolkit](#)
- [Padlet “how to” video](#) on YouTube

Assessment

There are many opportunities for assessment throughout the unit, including an optional culminating task. Critical thinking prompts, success criteria and suggestions for differentiated instruction are provided for each lesson. Assessment tools and Blackline Masters (BLM) have been included so that minimal preparation is required to teach this unit.

Background Information:

The Canadian Centre on Substance Use and Addiction has created an [Understanding Substance Use Educators Guide](#) and video modules for educators who want to increase their knowledge and confidence in talking with youth about substance use. It is recommended to review these materials prior to teaching this unit.

Additionally, [Ophea](#) has created Educator Discussion Guides for various substances in order to promote school dialogue and address questions and concerns about substance use.

- [Cannabis: What Educators Need to Know](#)
- [Vaping: What Elementary Teachers Need to Know](#)
- [Understanding and Addressing Stigma Around Substance Use - Tips for Educators by Youth](#)
- Substance Use [Conversation Tip Sheets](#) (developed with CAMH)

Finally, Simcoe Muskoka Health Unit has created [Not An Experiment](#) (NAE), a vaping prevention program that consists of a website, online-interactive game, and school-based resources. NAE materials can be utilized to complement this substance use prevention curriculum and engage the wider school community. Visit the “[Educators](#)” section of the webpage to access:

- communication materials (e.g., posters, school announcements)
- activities (e.g., Escape the Experiment game, Take the Clouds Outside etc.)

Sample NAE Implementation: While teaching this unit, consider engaging students on your school’s Health Action Team or council to create a bulletin board using the NAE posters, or to share announcements over the PA system. Alternatively, parent resources (e.g., handout, videos) could be shared at a back-to-school event in order to engage parents and caregivers in the school community and encourage them to talk to their child(ren) about vaping.

Teacher Feedback:

- Hamilton Public Health Services’ Tobacco Control Program would like your feedback on this unit. The information will be used to update the curriculum and develop new resources to support school-based substance use prevention.

- If you have implemented any of these lessons in your classroom, please share your experience with us.
- This 3-minute survey is **voluntary and anonymous**. However, if you choose to provide your email address, you will be entered into a quarterly prize for a \$25 digital gift card to a store of your choice from [this list](#).

Survey Link & QR Code:

- <https://questionnaire.simplesurvey.com/f/I/Grade7SubstanceUseAddictionandRelatedBehavioursCurriculum>



Questions:

For questions about this unit, please email tobacco@hamilton.ca

Acknowledgements:

In 2019, the development of this curriculum was supported by Health Canada micro-grant funding for cannabis and vaping public education; it was a collaborative effort between Hamilton Wentworth District School Board (HWDSB) educators and Hamilton Public Health Services (HPHS) health promotion specialists. In 2023, the curriculum was significantly revised and updated by HPHS to reflect current evidence and new Ministry of Education curriculum.

Grade 7 – Substance Use, Addictions, and Related Behaviours Unit Overview

Lesson Sequence	Lesson 1 Smoke & Mirrors	Lesson 2 Substance Use & Brain Dynamics	Lesson 3 Implications of Substance Use	Lesson 4 Escape the Experiment	Lesson 5-6 Culminating Task
Minds On	Think-Pair-Share	Video	Circles of Influence	Game Instructions	Three Corners
Action	Advertisement Gallery Walk	Cannabis Jigsaw	Implications of Substance Use Public Service Announcement	Escape the Experiment Game	Game Creation
Consolidation of Learning	Reflection: Exit Ticket	Kahoot	Reflection: Padlet	Facilitated Discussion	Game Stations & Graffiti Responses
Health & Physical Education (2019)					
Healthy Living	OE D2 SE 2.3	OE D1, D3 SE 1.2, 3.2	OE D3 SE 3.2	OE D3 SE 3.2	OE D1, D2, D3 SE 1.2, 2.3, 3.2
Language (2023)					
Literary Connections & Applications	OE A2 SE 2.5		OE A2 SE 2.4, 2.5		
Foundations of Language				OE B1 SE 1.1	OE B1 SE 1.2, 1.3
Comprehension: Understanding and Responding to Texts	OE C1, C3 SE 1.4, 3.3, 3.5	OE C1, C2 SE 1.1, 2.6		OE C2 SE 2.6	
Composition: Expressing Ideas and Creating Texts	OE D2 SE 2.3		OE D1, D2 SE 1.2, 3.1		OE D1, D3 SE 1.2, 3.1, 3.3

Grade 7 – Substance Use, Addictions, and Related Behaviours

Lesson One: Smoke & Mirrors

Learning Goals:

- Students will analyze media advertisements that target youth.
- Students will explain factors and influences that contribute to problematic substance use and will consider healthier alternatives.

Expectations:

Course	Overall Expectations	Specific Expectations
Health & Physical Education – Healthy Living	D2. Making Healthy Choices: demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being	2.3: 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
Language – Literary Connections & Applications	A2. Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media	2.5: demonstrate an understanding of the interrelationships between the form, message, and context of texts, the intended and unintended audience, and the purpose for production
Language – Comprehension: Understanding and Responding to Texts	C1. Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various text forms and genres	1.4: analyze and compare how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts
	C3. Critical Thinking in Literacy: apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts	3.5: explain explicit and implicit perspectives communicated in various texts, including narrative texts, provide any evidence that could suggest bias in these perspectives, and suggest ways to avoid any such bias
		3.3: analyze complex texts, including literary and informational texts, by evaluating, synthesizing, and sequencing relevant information and formulating conclusions

Language – Composition: Expressing Ideas and Creating Texts	D2. Creating Texts: apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts	2.3: establish a personal voice in their texts, using language and elements of style to express their thoughts, feelings, and opinions about a topic, and using a tone appropriate to the form and genre
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Materials:

Minds On	
Action	<ul style="list-style-type: none"> - Video – The secret is out: The tobacco industry targets the vulnerable (https://youtu.be/ByR0cONMSf8) - Printed advertisements from The Stanford Research into the Impact of Tobacco Advertising (SRITA) collection (https://tobacco.stanford.edu/) <ul style="list-style-type: none"> o Juul o Vaping Weed o Newport Pleasure - Printed advertisements from Boston University’s Center on Alcohol Marketing & Youth (https://wwwapp.bumc.bu.edu/BEDAC_Camy/Resources/Gallery) <ul style="list-style-type: none"> o Skinny Girl Cocktails Ad o Bud Light Beer o Heineken - BLM 1.1 Ad Analysis - Exemplar advertisement - Juul - Optional: Timer
Consolidation of Learning	<ul style="list-style-type: none"> - Critical thinking prompt(s) - Paper/exit ticket/technology like Flip App (video) or Padlet (virtual sticky notes) - Optional: Classroom technology or personal devices - BLM 1.2 One-Point Rubric

Setting the Focus:

This lesson will introduce students to the methods used by the industry to target youth. Students will analyze a variety of advertisements and be able to explain additional factors that may influence youth to use or not use addictive substances. Students will use these investigations to help inform their decisions around their choice to use alcohol, tobacco and nicotine products, and/or cannabis, and they will have an opportunity to consider healthier alternatives.

Assessment for Learning:

Ongoing Observation	Differentiated Instruction/Accommodations	Assessment Tools
<p>Students will:</p> <ul style="list-style-type: none"> Consider how problematic substance use could be driven by body image or athletic performance. Analyze and interpret media texts (advertisements) and draw conclusions about their messaging using synthesizing skills. Reflect on who created the media texts and how their interests/perspectives are demonstrated. Consider their personal choices surrounding substance use and identify healthier alternatives. 	<p>If students do not understand:</p> <ul style="list-style-type: none"> Consider pairing struggling students with a partner and/or assign one student to be a recorder. Pause and reflect at regular intervals and encourage them to highlight important information. Provide post-it notes for students with questions. Offer one-on-one assistance for students who are struggling with difficult concepts. Modify expectations for struggling students. Target different senses (e.g., playing videos, provide visuals/pictures, give spoken and written directions etc.). 	<p>Critical thinking prompts:</p> <ul style="list-style-type: none"> How are youth targeted by the industry and media? What negative influences are you exposed to that may influence your decision to use/not use substances? What positive influences are you exposed to? What factors help inform your decisions about using or not using an addictive substance? What are some healthier alternatives to substance use? <p>Assessment tools:</p> <ul style="list-style-type: none"> Think-Pair-Share Ad analysis worksheet Discussion One-Point Rubric

Minds On (5-10 minutes): Scenario Think-Pair-Share

- Read the following scenario to students:
 - Mila is a gymnast and aspiring social media influencer. She follows a lot of celebrities and athletes on TikTok, and recently started to document her workouts, competitions, and favourite fitness products. She feels pressure to be a certain size and look a certain way. She watches what she eats, works out every day, and recently started vaping with her teammates.**
- Ask students: **“What are some of the factors or reasons that may have influenced Mila to start vaping?”**

- Possible responses: To fit in with friends; peer pressure; to cope/deal with stress; she sees celebrities vaping or sees it on TV shows and movies, etc.
3. Think-Pair-Share: Divide the room in half (Group 1 & 2) and read the corresponding prompts out loud. Ask students to think of a response, share their thoughts with a partner, and then share responses with the whole class/group.
- Ask Group 1: **“Why is there so much focus on body image in our society?”**
 - Possible responses: Media/advertising; social media; influencers; family or friends etc.
 - Ask Group 2: **“How does substance use relate to body image?”**
 - Possible responses: People might smoke/vape or use diet pills to lose weight; people might take steroids to build muscle and perform better in their sport; people might feel badly about their bodies, which negatively affects their mental health, so they use substances to cope etc.

Action (30 minutes): Advertisement Gallery Walk

Teacher Preparation: Print and display the following six advertisements on the walls around the classroom.

- Optional: Share web links with students to view on classroom or personal devices or create a slide show with ads to project for the whole class.

<p>From The Stanford Research into the Impact of Tobacco Advertising (SRITA) collection:</p> <ul style="list-style-type: none"> • Juul • Vaping Weed (shows a cannabis leaf) • Newport Pleasure 	<p>From Boston University’s Center on Alcohol Marketing & Youth collection:</p> <ul style="list-style-type: none"> • Skinny Girl Cocktails Ad • Bud Light Beer • Heineken
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1. Show the video: [The secret is out: The tobacco industry targets the vulnerable](#) (World Health Organization, 1:37).
- Ask students one of the following two questions:
 - **“The video mentioned that gaps in the market are created each year. What does that mean?”**
 - Possible responses: When people who smoke die (some from smoking-related causes), the industry needs to attract new customers to make money.
- Or
- **“Why do you think the video is called: The tobacco industry targets the vulnerable?”**

- Possible responses: Youth are targeted and vulnerable because their brains are not fully developed; tobacco is grown in low-economically developed countries and farmers are at risk from health effects; farming tobacco takes up land that could be used for food, creating food insecurities; waste products are harmful to the environment, etc.
2. Inform students that they will be analyzing a variety of advertisements related to substance use. Project this [Juul advertisement](#) on the board. Distribute BLM 1.1 to each student and use the Juul ad as the example to work through as a class.

Sample Responses BLM 1.1

Company/Brand	Personality What set of human characteristics do you associate with the brand?	Position What sets this brand or product apart from others?" Hint: Look at the slogan.	Promise What benefit is the ad promising to consumers?
Juul	Young, hip, fun, flavours (due to bright colours, laughing model)	New product, sleek/stealth, alternative to smoking, implies safer alternative to smoking	Using this new product is better and cooler than smoking.

3. Explain that students will complete the worksheet while walking through the gallery of advertisements. Remind students that they must choose four of the six ads to analyze.
- Optional: Assign students a starting point so they are spread out around the room; set a 5-minute timer and have students rotate at the alarm.
4. Give students 20 minutes to view the ads and fill in the worksheet.
5. As a class, discuss findings and thoughts about these advertisements.

Consolidation of Learning (5 minutes): Reflection – Exit Ticket

1. Ask students: **“What are the dangers of using substances to alter your body or enhance athletic performance? What is a healthier alternative?”**
2. Allow students time to respond using a paper exit ticket or technology such as the [Flip app](#) (video) or [Padlet](#) (virtual sticky notes).
3. Use BLM 1.2 One-Point Rubric for assessment.

Ad Analysis

BLM 1.1

Choose 4 advertisements to analyze. Complete one row of the table below for each ad.

Company/Brand	Personality What set of human characteristics do you associate with the brand?	Position What sets this brand or product apart from others?	Promise What benefit is the ad promising to consumers?
Class Example Juul			

1. Who makes and controls the advertisements that you see?

2. How did these ads target young people? Which of these ads appealed most to you? Why?

3. The industry and media want you to accept their promises as the truth. What are some of the negative consequences of using these substances, that are not shown in the ads? (Try to think of consequences for nicotine, cannabis and alcohol).

4. What outside factors, other than advertisements, might influence your decision to use or refrain from using substances?

Activity adapted from:

[Kids, Alcohol and Advertising – Lesson 4: Interpreting Media Messages](#) and [Mirror Image-Lesson, Media Smarts, Canada's Centre for Digital and Media Literacy](#)

One-Point Rubric

BLM 1.2

Critical Thinking Prompt

Areas for Improvement Things to work on	Criteria Standards for this task	Advanced Evidence of exceeding standards
	<p style="text-align: center;">Knowledge & Understanding</p> <p>I use what I know about the subject along with my personal experiences to make a reasonable conclusion about the topic.</p>	
	<p style="text-align: center;">Communication</p> <p>I clearly and thoroughly explain my opinions using evidence to support them.</p>	

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Lesson Two: Substance Use & Brain Dynamics

Learning Goals:

- Students will understand the connection between mental health and substance use and will analyze implications of use.
- Students will explain the impact of cannabis on brain development.
- Students will identify community resources for mental health and substance use support.

Expectations:

Course	Overall Expectations	Specific Expectations
Health & Physical Education	D1. Understanding Health Concepts: demonstrate an understanding of factors that contribute to healthy development	1.2: demonstrate an understanding of linkages between mental health problems and problematic substance use, as well as between brain development and cannabis use, and identify school and community resources that can provide support for mental health concerns relating to substance use, addictions, and related behaviours
	D3. Making Connections for Healthy Living: demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.	3.2: analyse the personal and societal implications of issues related to substance use, addictions, and related behaviours
Language – Comprehension: Understanding and Responding to Texts	C1. Knowledge about Texts: apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various text forms and genres	1.1: read and comprehend various complex texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge
	C2. Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts	2.6: summarize and record the main idea and supporting details in various texts, and draw well-supported conclusions

Materials:

Minds On	<ul style="list-style-type: none"> - Video – FDA for Schools: My Vaping Mistake, Mental Health (https://youtu.be/TldGFgUBUis)
Action	<ul style="list-style-type: none"> - BLM 2.1 Fact Sheet Organizer - Classroom technology or personal devices - The following resources need to be shared with students for the jigsaw - Websites: <ul style="list-style-type: none"> o Health Canada – Cannabis and the brain: know the facts o WDG Public Health – Weed and Young People o CDC – Marijuana and Public Health – Mental Health o CDC – Marijuana and Public Health – Teens o NIH – How does marijuana use affect school, work, and social life? o Canadian Substance Use – Costs and Harms o Alternatives for Youth o Kids Help Phone – Cannabis: Important things to know - Videos: <ul style="list-style-type: none"> o AsapSCIENCE – Your Brain on Drugs: Marijuana (https://youtu.be/oeF6rFN9org) o Indiana University School of Public Health – Social Consequences (Matt’s story) (https://iprc.indiana.edu/training/courses/marijuana/a_03_04_01.html)
Consolidation of Learning	<ul style="list-style-type: none"> - Kahoot – Mind Matters: Understanding Youth Brain Development and Substance Use (https://create.kahoot.it/share/mind-matters-understanding-youth-brain-development-and-substance-use/47eea71a-f73c-410e-bdac-5b36b306940e) - Classroom technology or personal devices - Optional: Teacher’s Starter Guide to Kahoot (https://kahoot.com/files/2021/06/StarterGuide_0621.pdf)

Setting the Focus:

This lesson focuses on cannabis and the brain. First, students will hear personal stories from youth about the impact that substance use (vaping) had on their mental health. Students will then participate in a jigsaw activity to learn how cannabis influences brain development and mental health, as well as the personal and societal impacts of cannabis use, and where to find help for mental health or substance use issues. Students will consolidate learning by playing a Kahoot entitled “Full of Potential: Your Cannabis-Free Brain.”

Assessment for Learning:

Ongoing Observation	Differentiated Instruction/Accommodations	Assessment Tools
<p>Students will:</p> <ul style="list-style-type: none"> Identify personal and societal implications of substance use. Investigate the relationship between cannabis use, brain development and mental health. Demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea. Participate in trivia to consolidate their learning. 	<p>If students do not understand:</p> <ul style="list-style-type: none"> Consider pairing struggling students with a partner and/or assign one student to be a recorder. Pause and reflect at regular intervals and encourage them to highlight important information. Provide post-it notes for students with questions. Offer one-on-one assistance for students who are struggling with difficult concepts. Modify expectations for struggling students. Target different senses (e.g., playing videos, provide visuals/pictures, give spoken and written directions etc.). 	<p>Critical thinking prompts:</p> <ul style="list-style-type: none"> What information about cannabis use and brain development or mental health surprised you? Do you believe that the legal age to purchase and use cannabis (age 19) is appropriate? Why or why not? What risk of cannabis use has the biggest influence on your decision to use or not use cannabis? Why? In your opinion, what is the best way to reach youth with anti-substance use messaging? Why? <p>Assessment Tools:</p> <ul style="list-style-type: none"> Graphic organizer Jigsaw discussion Kahoot

Minds On (5-10 minutes): Video and Reflection

- Tell students they will be learning about the connection between mental health and substance use.
- Watch video: FDA for Schools: [My Vaping Mistake, Mental Health](#) (FDA, 3:08).
- Ask students: **“What are the key takeaway messages from the stories shared by youth?”**

Action (30 minutes): Cannabis Jigsaw

Adapted from: [Ophea's Cannabis Use and Health Effects Lesson](#)

Note: For more information on the jigsaw teaching strategy, click [here](#).

1. Ask students: **“What is cannabis and what is the main brain-altering chemical (psychoactive cannabinoid) in it?”**
 - Possible responses: Students might provide alternate names for cannabis (e.g., marijuana, weed, pot), in addition to stating that it is a drug. THC (Tetrahydrocannabinol) is the main psychoactive chemical.
2. Distribute BLM 2.1 Fact Sheet Organizer to each student and review as a class.
3. Divide the class into 5 “expert” groups. Assign one question from the table below to each group and provide them with the corresponding online sources. They are responsible for using the sources to fill out one section of BLM 2.1.

Group	Question	Sources
1	How does cannabis affect brain development?	Video: Your Brain on Drugs: Marijuana (AsapSCIENCE, 2:26) Website: Health Canada Cannabis and the brain: know the facts
2	What is the connection between mental health and cannabis use?	Website: WDG Public Health – Weed and Young People Website: CDC Marijuana and Public Health – Mental Health
3	What are some of the ways that problematic cannabis use can affect a young person?	Video: Social Consequences - Matt (Indiana University School of Public Health) Website: CDC Marijuana and Public Health – Teens
4	How can cannabis use affect our society?	Website: NIH How does marijuana use affect school, work, and social life? Website: Canadian Substance Use Costs and Harms
5	Where could someone go to get help (at school or in our community) to deal with a mental health problem related to using a substance like cannabis?	Website: Alternatives for Youth Website: Kids Help Phone – Cannabis: Important things to know

4. Allow time for students to read and complete their section of the organizer as “expert” groups. Each student should be prepared to share their learnings as an “expert” to other students in a “home” group.
5. Create “home” groups of 5 students with one “expert” from each topic. Provide enough time for students to take turns sharing their learnings with each other. Students should fill in the other sections of BLM 2.1 while group members are sharing.

6. Encourage students to ask questions and share what they were most surprised about while listening to the other experts in their groups.

Consolidation of Learning (5 minutes): Kahoot

Note: To access the Teacher's Starter Guide to Kahoot, click [here](#).

1. Play Kahoot: Go to [Mind Matters: Understanding Youth Brain Development and Substance Use](#) Kahoot and select "Start." Select "Classic mode" and project on the screen.
2. Using classroom or personal devices, have students go to [Kahoot.it](#) and enter the Game PIN displayed on your screen. Students can play individually or form teams and use one device per team.
3. As students advance through the 11 questions, take time to answer questions or clarify any misunderstandings.

Research Question: _____

BLM 2.1

What is cannabis?	What is the psychoactive cannabinoid (chemical)?
How does cannabis affect brain development?	What is the connection between mental health and cannabis use?
What are some of the ways that problematic cannabis use can affect a young person?	How can cannabis use affect our society?
Where could someone go (at school and in our community) to get help to deal with a mental health problem related to using a substance like cannabis?	

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Lesson Three: Implications of Substance Use

Learning Goals:

- Students will interpret and plan public service announcements that demonstrate the personal and societal implications of youth substance use.

Expectations:

Course	Overall Expectations	Specific Expectations
Health & Physical Education	D3. Making Connections for Healthy Living: demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.	3.2: analyse the personal and societal implications of issues related to substance use, addictions, and related behaviours
Language – Literary Connections & Applications	A2. Digital Media Literacy: demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media	2.4: evaluate the use of the various forms, conventions, and techniques of digital and media texts, consider the impact on the audience, and apply this understanding when analyzing and creating texts
		2.5: demonstrate an understanding of the interrelationships between the form, message, and context of texts, the intended and unintended audience, and the purpose for production
Language – Composition: Expressing Ideas and Creating Texts	D1. Developing Ideas and Organizing Content: plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics	1.2: generate and develop ideas and details about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences
	D2. Creating Texts: apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts	2.1: draft complex texts of various forms and genres, including narrative, expository, and informational texts, using a variety of media, tools, and strategies

Materials:

Minds On	- BLM 3.1 Circles of Influence
Action	- Video – Danger (https://www.youtube.com/watch?v=rj8EHAY2Gk) - BLM 3.2 PSA Planning Template - Classroom technology or personal devices
Consolidation of Learning	- Padlet virtual bulletin board (https://padlet.com/) - Video – Nicotine Addiction Isn't Pretty (https://app.discoveryeducation.co.uk/learn/videos/b1ba4dc5-2e3d-4271-8822-dcb27b34a040/) - Video – Don't Mix Weed & Alcohol PSA (https://www.youtube.com/watch?v=aheT652ZYEW) - Critical thinking prompt(s) - Classroom technology or personal devices

Setting the Focus:

Students will brainstorm factors that influence their substance use decisions. Next, they will explore the personal and societal implications of substance use by viewing and planning a public service announcement for a youth audience.

Assessment for Learning:

Ongoing Observation	Differentiated Instruction/Accommodations	Assessment Tools
<p>Students will:</p> <ul style="list-style-type: none"> • Interpret media texts and draw conclusions using synthesizing skills. • Explore various personal and societal implications of substance use. • Plan a PSA for a target audience that incorporates appropriate elements and techniques (e.g., facts, persuasive elements, catch phrases, call to action etc.). 	<p>If students do not understand:</p> <ul style="list-style-type: none"> • Consider pairing struggling students with a partner and/or assign one student to be a recorder. • Pause and reflect at regular intervals and encourage them to highlight important information. • Provide post-it notes for students with questions. • Offer one-on-one assistance for students who are struggling with difficult concepts. • Modify expectations for struggling students. 	<p>Critical thinking prompts:</p> <ul style="list-style-type: none"> • What have you learned about substance use that surprised you? • What would you tell a friend who was considering using a substance for the first time? • Which PSA resonated with you the most? Why? • What implications of substance use would you consider when deciding to use or abstain from drug use?

	<ul style="list-style-type: none"> • Target different senses (e.g., playing videos, provide visuals/pictures, give spoken and written directions etc.). 	<p>Assessment Tools:</p> <ul style="list-style-type: none"> • Circles of influence • PSA planning template • Discussion • Padlet reflections
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Minds On (10 minutes): Circles of Influence

Adapted from: Nova Scotia Education's [A Question of Influence: Grade 7 Learning Plans](#).

1. Explain to students that social influences (e.g., friends who vape) are the most important predictor of youth vaping initiation ([Jayakumar et al., 2020](#)). Similarly, the most common reasons that youth use alcohol and cannabis are to have fun in social settings ([Public Health Agency of Canada, 2018](#)).
2. Distribute a copy of BLM 4.1 Circles of Influence to each student and review instructions.
3. Provide students with time to complete the worksheet. Optional: Have students share their responses with their partner (if time permits).
4. Ask students: **“What was the strongest influence that you identified (with a star)?”**
5. Ask students: **“Did you identify any conflicting influences (with a circle)?”**

Action (25-30 minutes): PSA - Implications of Substance Use

1. Explain to students that a public service announcement (PSA) is a video used to create awareness and change the viewers attitudes and behaviours. They are very persuasive and attempt to get viewers to have a strong emotional response. They often end with a call to action that encourages viewers to do something.
2. Watch PSA video: [Danger](#) (MADD Canada, 1:15).
3. Ask students: **“What were some of the implications of substance use portrayed in this PSA?”**
 - Possible responses: Injury and/or death; loss of friends; in trouble with family and the law; serious consequences for actions etc.
4. Tell students that they will be planning a PSA for substance use, with the intended audience of middle to high-school aged youth. The aim of the PSA is to **prevent** youth substance use by focusing on the implications of use.
5. Distribute a copy of BLM 3.3 PSA Planning Template to each student and review the introduction and task instructions.
6. Pair students or allow them to select their own partner. Assign each pair of students one substance and one implication from the table below.

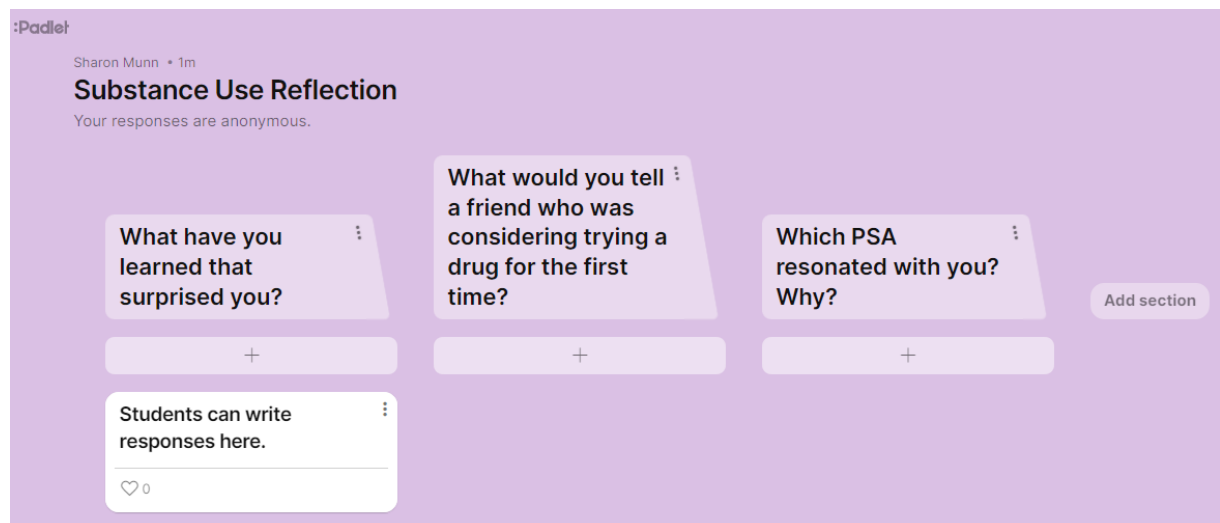
Substances:	Implications:
<ul style="list-style-type: none"> • Alcohol • Cannabis • Cigarettes • Vapes (nicotine) • Caffeine (e.g., energy drinks) 	<ul style="list-style-type: none"> • Personal mental health • Personal physical health • Family consequences • School consequences • Legal consequences • Social/friend group consequences

7. Circulate and monitor the planning process in order to answer questions and provide guidance.
8. Bring the class back together to share learnings (e.g., their catchphrase or call to action).

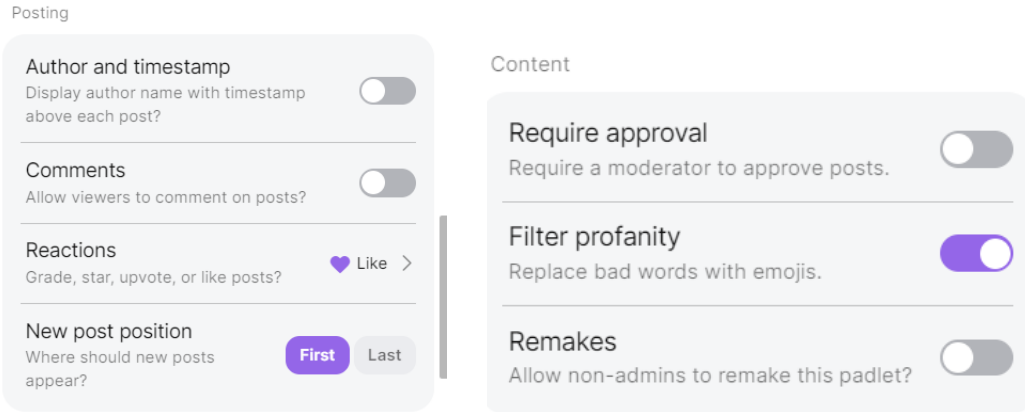
Consolidation of Learning (5-10 minutes): Padlet Reflection

Teacher Preparation:

- Before class, create a virtual bulletin board on [Padlet](#) (called a “Shelf”). If you are unfamiliar with Padlet, watch this [“how to” video](#) on YouTube.
- Add one (or multiple) prompts on the “shelf” using the critical thinking prompts from the Assessment for Learning chart (p. 20).



- Under “Settings,”
 - Toggle off “Author and timestamp” to keep responses anonymous
 - Select “like” or “upvote” under the “Reactions” section.
 - Toggle on “Filter profanity”



Instructions for Students:

1. Play one of the following PSA videos for students:
 - [Nicotine Addiction Isn't Pretty | Bathroom | The Real Cost of Vapes](#) (FDA, 0:30)
 - Or
 - [Don't Mix Weed & Alcohol PSA](#) (MADD Canada, 0:30)
2. Share the Padlet URL link or QR code with students and ask them to respond to the prompt(s). Padlet allows students to respond using text, images, GIFs etc.

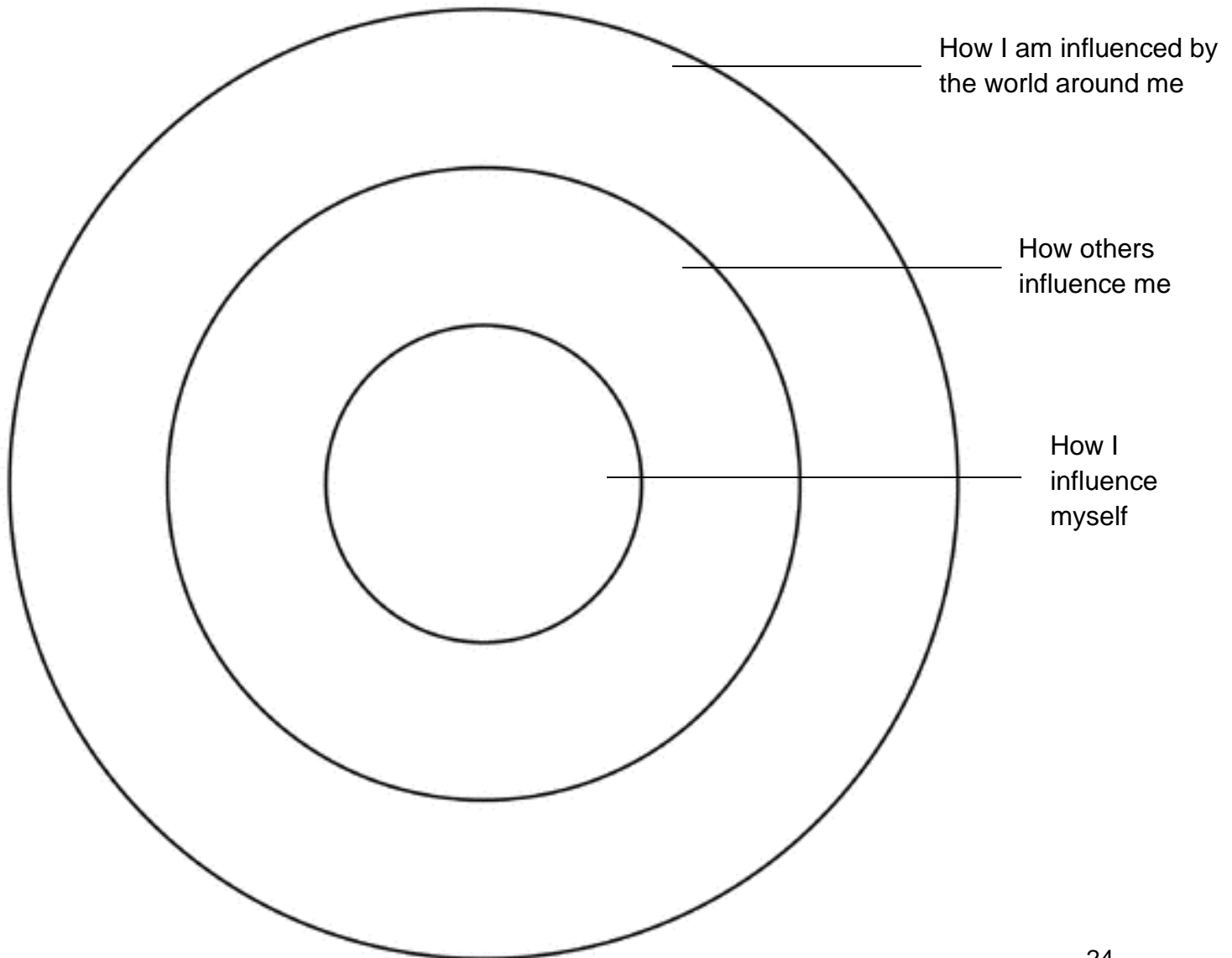
Circles of Influence

BLM 3.1

There are many different influences (factors) that impact decision making. Some influences are stronger than others and sometimes they might conflict with each other. The influences and their strength might change throughout your life.

How I influence myself	How others influence me	How I am influenced by the world around me
My feelings, values, knowledge, decision-making skills.	Expectations of friends, family, teachers, coaches. Values of people I follow on social media.	Laws, access to substances, social media, ads, TV/ movies.

Complete the diagram below by thinking about who and what influences you. Put a ☆ beside the strongest 1-2 influences. Circle any conflicting influences.

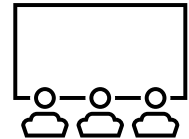


PSA Planning Template

BLM 3.2

A public service announcement (PSA) is a message on an important topic (e.g., drinking and driving) that is meant to **persuade the viewer**, so they change their attitudes and behaviours related to the topic (e.g., would never consider drinking and driving). They usually contain a **catchphrase** that reinforces the message and emotion (e.g., “Stay Alive, Don’t Drink and Drive”). They also have a **“call to action”** where they ask viewers to do something (e.g., don’t let friends drink and drive, call a parent/Uber instead).

Task: With a partner, you will be designing a PSA to raise awareness about the implications of youth substance use (e.g., drinking and driving can lead to fatal accidents). The intended audience of your PSA are youth in middle or high school.



Assigned substance:	
Assigned implication of substance use:	
What behaviour do you want to change?	
What is the main message of your PSA?	
What emotion do you want your viewers to feel while watching? (e.g., scared, sad, empowered...)	
Fact/Statistic #1 (Source)	
Fact/Statistic #2 (Source)	
Catchphrase	
Call to Action	

Adapted from: [Scholastic - Public Service Announcement Lesson Plan](#) and [Solution Tree Press – Public Service Announcement Scripting Template](#)

Grade 7 – Substance Use, Addictions, and Related Behaviours

Lesson Four: Escape the Experiment Game

Learning Goals:

- Students will explore the connection between e-liquid components and health effects of vaping.
- Students will be able to explain how the industry targets youth, and they will reflect upon their own decisions regarding vaping.

Expectations:

Course	Overall Expectations	Specific Expectations
Health & Physical Education	D3. Making Connections for Healthy Living: demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.	3.2: analyse the personal and societal implications of issues related to substance use, addictions, and related behaviours
Language – Oral	B1. Oral and Non-Verbal Communication: apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences	1.1: analyze various effective listening skills, including understanding when to ask relevant questions and how to respond to the contributions of others in group discussions, and use these skills in formal and informal contexts and for various purposes
Comprehension: Understanding and Responding to Texts	C2. Comprehension Strategies: apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts	2.6: summarize and record the main idea and supporting details in various texts, and draw well-supported conclusions

Materials:

Minds On	<ul style="list-style-type: none"> - Escape the Experiment <ul style="list-style-type: none"> o Facilitator Guide
Action	<ul style="list-style-type: none"> - Escape the Experiment <ul style="list-style-type: none"> o Online Game or Paper Game o Answer Key - Classroom computers or personal laptops
Consolidation of Learning	<ul style="list-style-type: none"> - Escape the Experiment <ul style="list-style-type: none"> o Facilitator Guide – Discussion Guide

Setting the Focus:

This lesson is about vaping nicotine. Students will play an “escape room” game to learn about the dangers of vaping and how the vaping industry targets youth. They will work collaboratively to solve challenges and advance through the game. The class will then participate in a facilitated discussion where students will have the opportunity to reflect on their learning and consider how their new knowledge may influence their decisions related to vaping nicotine.

Assessment for Learning:

Ongoing Observation	Differentiated Instruction/Accommodations	Assessment Tools
<p>Students will:</p> <ul style="list-style-type: none"> ● Work collaboratively to read informational texts, identify important information and draw conclusions about vaping. ● Learn about the components of e-liquid. ● Understand how the industry markets vapour products to youth. ● Investigate the short and long-term effects of vaping. ● Understand the connection between vaping and risk of smoking. 	<p>If students do not understand:</p> <ul style="list-style-type: none"> ● Consider pairing struggling students with a partner and/or assign one student to be a recorder. ● Pause and reflect at regular intervals and encourage them to highlight important information. ● Provide post-it notes for students with questions. ● Offer one-on-one assistance for students who are struggling with difficult concepts. ● Modify expectations for struggling students. ● Target different senses (e.g., playing videos, provide visuals/pictures, give spoken and written directions etc.). 	<p>Critical thinking prompts:</p> <ul style="list-style-type: none"> ● What concerns do you have about the unknown long-term health effects of vaping? ● How do you feel about the industry making products that are appealing to/ marketed to youth? <p>Assessment Tools:</p> <ul style="list-style-type: none"> ● Observation ● Facilitated discussion

Teacher Preparation:

Activity from: Simcoe Muskoka District Health Unit's [Not An Experiment – Educator Webpage](#)

1. Prior to class, review the Escape the Experiment [Educator webpage](#) and associated materials to determine if your class will play the online or in-person (paper) version.
2. Prepare materials according to which version you select.
 - [Online game](#): Students will use the [website](#) to access the game. They will require the use of classroom computers or personal laptops (game is not compatible with iPads or mobile phones). Answer key available by emailing NotAnExperiment@smdhu.org.
 - [In-person \(paper\) game](#): There is a [Facilitator Instruction Video](#), [Facilitator Instructions](#), [Printable Game](#) (one per group), and [Answer Key](#). This option will take longer to set-up as game needs to be printed and organized.

Minds On (5 minutes): Introduce Escape the Experiment Game

1. Tell students they will be playing an interactive game where they will have to complete a series of challenges to learn about vaping. They will need to correctly solve the first challenge before advancing to the second.
2. Review materials ([printed](#) or [online game](#)) with students and answer any questions.
3. Assign students to groups to play the game and solve the challenges. Consider pairing students for the online game and small groups of 3-4 students for the paper version.

Action (40-45 minutes): Escape the Experiment Game

1. Provide 40-45 minutes for students to complete the game.
2. Circulate to provide help and hints as needed. If playing the paper version, students must check their answers with the teacher before moving on to the next challenge.
3. Consider offering a prize or incentive to the winning team (e.g., team to “escape” first with the correct answers).

Consolidation of Learning (5-10 minutes): Facilitated Discussion

1. Select questions from the [Facilitator Guide](#) (p. 4-5), to ask students in order to facilitate a group discussion. Encourage students to consider how the information learned will influence their decisions about vaping nicotine, or other substance use.

Teacher Follow-Up (10 minutes): Optional Survey

1. Simcoe Muskoka District Health Unit (SMDHU) is conducting a survey to collect information about the reach of the Not An Experiment program across Ontario. The survey is voluntary and anonymous, and responses will be used to inform program planning. Please click [here](#) to complete the survey. Your feedback is appreciated

Grade 7 – Substance Use, Addictions, and Related Behaviours

Lesson Five–Six: Culminating Activity

Learning Goals:

- Students will use their knowledge of youth substance use to create an informative board game that will showcase their understanding of the complexities of substance use.

Expectations:

- Students will play the games created by their peers in order to test and reinforce their knowledge.

Course	Overall Expectations	Specific Expectations
Health & Physical Education	D1. Understanding Health Concepts: demonstrate an understanding of factors that contribute to healthy development	1.2: demonstrate an understanding of linkages between mental health problems and problematic substance use, as well as between brain development and cannabis use, and identify school and community resources that can provide support for mental health concerns relating to substance use, addictions, and related behaviours
	D2. Making Healthy Choices: demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being	2.3: 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
	D3. Making Connections for Healthy Living: demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.	3.2: analyse the personal and societal implications of issues related to substance use, addictions, and related behaviours
Language – Foundations of Language	B1. Oral and Non-Verbal Communication: apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences	1.2: select and use a variety of listening strategies before, during, and after listening to comprehend information communicated orally and non-verbally, seek clarification, and develop a relevant response appropriate to the context
		1.3: identify the purpose and audience for speaking in formal and informal contexts, and choose appropriate speaking strategies to communicate clearly and coherently

Language – Composition: Expressing Ideas and Creating Texts	D1. Developing Ideas and Organizing Content: plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics	1.2: generate and develop ideas and details about various topics, such as topics related to diversity, equity, and inclusion and to other subject areas, using a variety of strategies, and drawing on various resources, including their own lived experiences
	D3. Publishing, Presenting, and Reflecting: select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze how well the texts address various topics	3.1: produce final texts, selecting a variety of suitable techniques and tools, including digital design and production tools, to achieve the intended effect
		3.3: compare how various strategies and tools helped them communicate their intended message when publishing and presenting texts, analyze how their texts address various topics, and suggest steps for future improvement as a text creator

Materials:

Minds On	<ul style="list-style-type: none"> - BLM 5.1 Three Corners Labels - BLM 5.2 The Truth About Youth Substance Use
Action	<ul style="list-style-type: none"> - BLM 5.3 Create a Board Game Task Sheet - BLM 5.4 Success Criteria - BLM 5.5 Rubric: Game - Optional: Classroom technology or personal devices
Consolidation of Learning	<ul style="list-style-type: none"> - BLM 5.5 Graffiti Response Sheet - Coloured markers - Optional: Classroom technology or personal devices

Setting the Focus:

Students will work in groups to create a game of their choice to demonstrate their understanding of substance use including: the factors that influence use, the physical and mental health effects of use, as well as personal and societal implications of use. They will also consider healthier alternatives to substance use and will outline school and community supports available to help with mental health and substance use problems. Finally, students will have the opportunity to test their knowledge by playing the games created by their peers.

Assessment for Learning:

Ongoing Observation	Assessment Tools
<p>Students will:</p> <ul style="list-style-type: none"> ● Work collaboratively to create a game that effectively tests and demonstrates their knowledge of youth substance use. ● Use procedural writing skills to create game instructions. ● Use appropriate media conventions to create an esthetically pleasing game. ● Communicate how to play their game to their peers in written and oral form. ● Gather information from reliable sources, ensuring that their facts are correct and that all success criteria are met (all learning objectives achieved). ● Participate in a variety of games that will test and reinforce their knowledge. 	<p>Critical thinking prompts:</p> <ul style="list-style-type: none"> ● How will you make an informed choice about substance use in the future? ● What did you learn about yourself while working in a group? ● What was the most challenging part of working in a group? <p>Assessment tools:</p> <ul style="list-style-type: none"> ● 3 corners discussion ● Game ● Peer feedback (e.g., graffiti responses) ● Observation ● Rubric

Minds On (10 minutes): Three Corners

Adapted from: Lung Health Foundation's [Talking About... Recreational Cannabis](#)

1. Introduce a modified version of 4-Corners called 3-Corners. The three corners will be labeled "True," "False," and "Not Sure" (using BLM 5.1 Three Corners Labels).
2. Instruct students that they will be hearing statements about youth substance use, and they will need to determine if they believe the statements are true or false. Students who are unsure, can go to the "Not Sure" corner.
3. Using BLM 5.2 The Truth About Youth Substance Use, read out the statements one at a time, allowing students time to move to the corner of their choice.
4. After each statement is read, ask a couple of students to share their thoughts and then read out the corresponding answer (second column).
5. Repeat for as many statements as time permits.

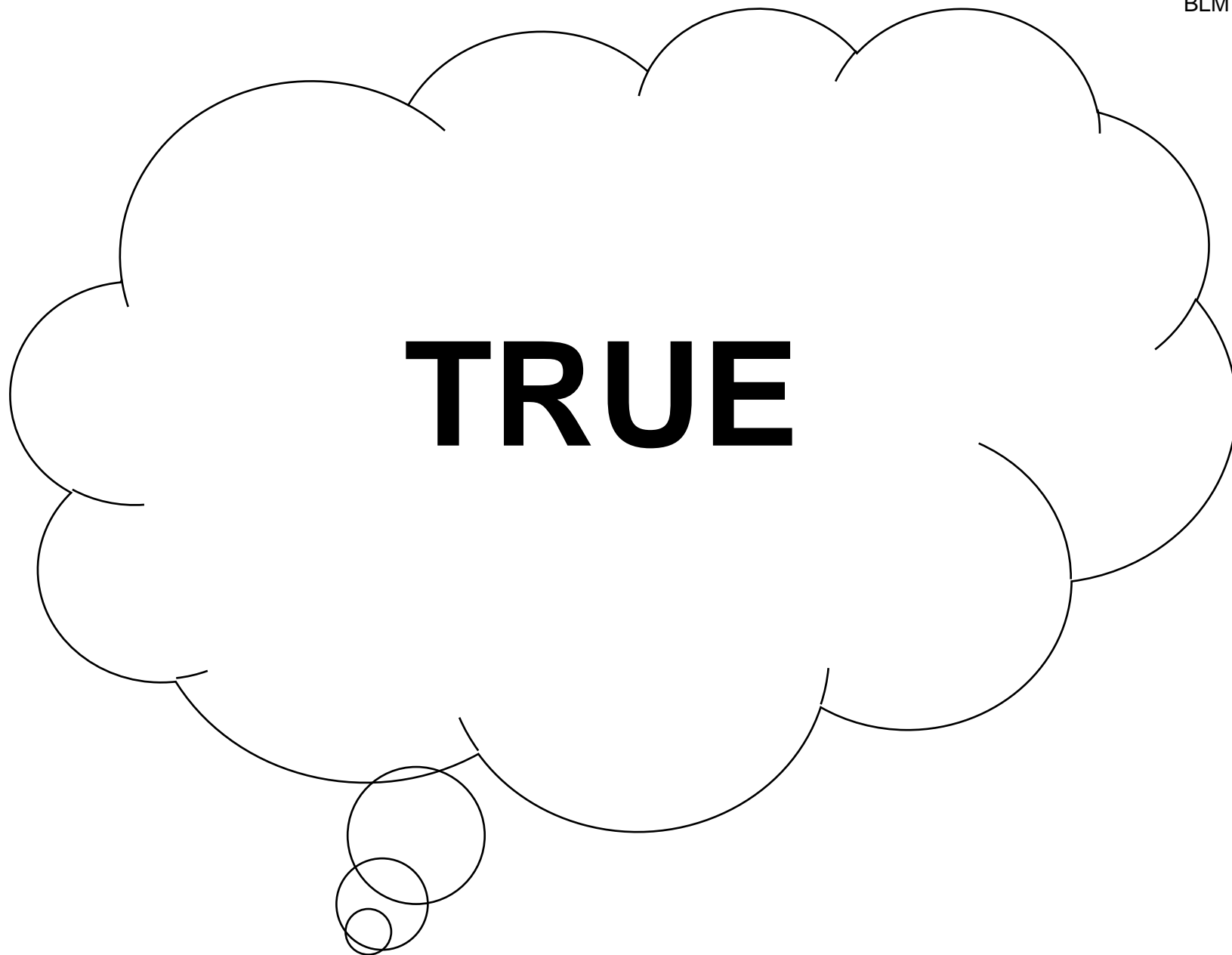
Action (1-2 lessons): Game Creation

1. Distribute BLM 5.3 Create a Board Game Task Sheet to each student. Project BLM 5.4 Success Criteria. Review the task sheet and success criteria as a class.
2. Using the board or chart paper, brainstorm some potential game ideas. Remind students that they may create an original game or use an already established game ideas (e.g., The Game of Life, Candy Land, Jeopardy, Who Wants to be a Millionaire etc.) but that not every game may lend itself to the task (e.g., some card games like Skipbo or Go Fish may not work). Encourage students to consider games that will showcase a large amount of information.
3. Give students the option to create a physical or online game. Consider providing students with websites that contain game templates (e.g., [Lifewire](#), [Ditch That Textbook](#)).
4. Divide students into groups of 3-4 or allow them to choose their groups. Provide one copy of BLM 5.5 Rubric to each group and review as a class.
5. Remind students that the use of technology is encouraged. They should also use their class notes and resources provided throughout the unit. Consider posting the list of websites used throughout the unit for students to access.
6. Provide time for students to create their game boards (approximately 1-2 classes).

Consolidation of Learning (30 minutes): Game Stations

Note: For more information about the graffiti wall teaching strategy, click [here](#).

1. Have students set up one game per desk/station. Put a copy of BLM 5.6 Graffiti Response Sheet and coloured markers at each station.
2. Explain to students that each group will have the opportunity to play at least one other groups' game. Try to organize it so that each group is playing a game for a substance that is different than their game. If time allows, rotate students through a few game stations.
3. Review BLM 5.6 Graffiti Response Sheet with class and tell students that they will be providing constructive feedback to their peers related to success criteria.
4. While students play the games, circulate and use BLM 5.5 Rubric to assess the games.
 - Optional: While circulating the room, ask students critical thinking prompts from the Assessment for Learning chart (p. 31).





FALSE



NOT SURE

The Truth About Youth Substance Use

BLM 5.2

Statement	True or False?
Smoking cannabis should be avoided at all costs.	True – Regardless of the substance that is burned, inhaling smoke is harmful to your lungs. ¹
In Ontario, you can legally buy cannabis, tobacco/vape products and alcohol at age 18.	False – In Ontario, the legal age to purchase all of the products mentioned is 19. Each province or territory has their own rules. ¹
In 2021, the substance most commonly used by Ontario students in grades 7 & 8 was alcohol.	False – According to the Ontario Student Drug Use and Health Survey (2021), the most common drug used by grade 7 and 8 students was high-caffeine energy drinks, followed by prescription opioids and then alcohol. ²
Cannabis, nicotine and alcohol can cause addiction.	True – All substances can impact brain development and cause dependence and addiction. ³⁻⁵ The brain doesn't fully develop until age 25. ³
Youth are at highest risk of negative outcomes from alcohol, cannabis and nicotine consumption.	True – Youth are more susceptible to adverse outcomes than adults. ⁷ Low-risk guidelines are not intended for youth. Youth should delay substance use for as long as possible. ⁴⁻⁶
If you vape, you are 2x more likely to smoke.	False – People who use vapes are 4x more likely to use cigarettes ⁸ and are more likely to try other substances. ³
Youth who use cannabis or alcohol to deal with stress are at higher risk of problematic substance use.	True – There is a connection between mental health and substance use. Youth who reported using substances to cope or deal with stress and anxiety were more likely to report difficulties and signs of problematic use (e.g., lower grades, fighting with friends/family, loss of productivity etc.). ⁷

Sources:

¹ https://operationfresh.wpenginepowered.com/wp-content/uploads/2023/01/Talking_About_Cannabis_V4nl.pdf

² <https://www.camh.ca/en/science-and-research/institutes-and-centres/institute-for-mental-health-policy-research/ontario-student-drug-use-and-health-survey---osduhs>

³ https://www.cdc.gov/tobacco/basic_information/e-cigarettes/Quick-Facts-on-the-Risks-of-E-cigarettes-for-Kids-Teens-and-Young-Adults.html

⁴ https://www.camh.ca/-/media/files/lrcug_professional-pdf.pdf

⁵ https://ccsa.ca/sites/default/files/2023-01/CCSA_Canadas_Guidance_on_Alcohol_and_Health_Final_Report_en.pdf

⁶ [https://www.nicotinedependenceclinic.com/en/Documents/Final%20Printable%20LRNUG%20-%20Recommendations%20\(3\).pdf](https://www.nicotinedependenceclinic.com/en/Documents/Final%20Printable%20LRNUG%20-%20Recommendations%20(3).pdf)

⁷ <https://www.canada.ca/content/dam/phac-aspc/documents/corporate/publications/chief-public-health-officer-reports-state-public-health-canada/2018-preventing-problematic-substance-use-youth/2018-preventing-problematic-substance-use-youth.pdf>

⁸ https://operationfresh.wpenginepowered.com/wp-content/uploads/2023/01/Talking_About_Tobacco_V4nl.pdf

Create a Board Game Task Sheet

BLM 5.3

This culminating task is all about creativity and fun! Your group will demonstrate your collective understand about the addictive nature of nicotine (cigarettes or vaping), alcohol or cannabis by creating a game (physical board game or online game) for other students to play. You may use a pre-existing game structure to base your game off of (e.g., Monopoly, Game of Life, Sorry, Jeopardy etc.) or create an original game. The purpose of your game is to showcase your knowledge and test your classmates!

Game Content - Game must include information about:

- the connection between mental health and cannabis/nicotine/alcohol use
- the impact of substance use on youth brain development
- factors that may influence youth to use substances (e.g., body image, athletic performance, social influence etc.)
- personal and societal consequences of using substances
- how to access help (in your school and community) for substance use and mental health concerns
- how to make healthy and informed choices about substance use

Format - Game Requirements:

- Well-written instructions. These should include a step-by-step/numbered process that participants can easily follow. Be sure to include: game contents, number of players, and goal of the game. Consider using instructions from a real board game as a guide.
- All game pieces must be included (e.g., question cards, dice, spinner, etc.).
- Media conventions: choice of colour scheme, graphics, fonts, 3D pieces, visual enhancements. These are all things that make your game more interesting.

Other Considerations:

- This is a group task, so it is important to work effectively with others. Remember to listen and consider other group members' ideas.
- Everyone must have a significant role in this task. Sitting back and allowing others to do the work will not be accepted.
- Use your notes and the resources provided throughout the unit to find reliable information. Your teacher can provide a list of reliable web sources if needed.

Success Criteria: Game

BLM 5.4

Students will:

- Show their understanding of the connection between mental health and problematic substance use.
- Demonstrate their knowledge of the connection between substance use and youth brain development.
- Explain multiple factors that can influence youth to use substances and suggest healthy alternatives to substance use.
- Consider both personal and societal impacts of using substances.
- Make recommendations for school and community resources that will help support youth with mental health or substance use concerns.
- Use terms related to nicotine (smoking/vaping), cannabis, alcohol, addiction, and choice.
- Use factual information from class notes and sources provided throughout the unit.
- Use media conventions that are appropriate to the game created and the intended audience.
- Generate creative ideas to effectively plan and make a game.
- Collaborate well with peers using active listening skills to work productively.
- Ensure that all group members have an active role in the game development.

Rubric: Game

Name: _____

BLM 5.5

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge & Understanding				
Demonstrates knowledge of the effects of substance use on brain development.	Demonstrates limited knowledge of content	Demonstrates some knowledge of content	Demonstrates considerable knowledge of content	Demonstrates thorough knowledge of content
Demonstrates an understanding of the connection between mental health and substance use.	Demonstrates limited understanding of content	Demonstrates some understanding of content	Demonstrates considerable understanding of content	Demonstrates thorough understanding of content
Thinking				
Uses decision-making strategies that demonstrate an understanding of factors that influence drug use and how to make safe personal choices.	Uses critical thinking processes with limited effectiveness	Uses critical thinking processes with some effectiveness	Uses critical thinking skills with considerable effectiveness	Uses critical thinking skills with a high degree of effectiveness
Generates creative ideas to effectively plan and create a game.	Uses planning skills with limited effectiveness	Uses planning skills with some effectiveness	Uses planning skills with considerable effectiveness	Uses planning skills with a high degree of effectiveness

Communication				
Uses terms related to nicotine (smoking/vaping), cannabis, alcohol, addiction, and choice.	Uses health conventions, vocabulary, and terminology with limited effectiveness	Uses health conventions, vocabulary, and terminology with some effectiveness	Uses health conventions, vocabulary, and terminology with considerable effectiveness	Uses health conventions, vocabulary, and terminology with a high degree of effectiveness
Uses media conventions to communicate the message and enhance meaning for the intended audience.	Expresses and organizes ideas and information with limited effectiveness	Expresses and organizes ideas and information with some effectiveness	Expresses and organizes ideas and information with considerable effectiveness	Expresses and organizes ideas and information with a high degree of effectiveness
Application				
Demonstrates the connection between healthy living and the choice to use addictive substances.	Makes connections with limited effectiveness	Makes connections with some effectiveness	Makes connections with considerable effectiveness	Makes connections with a high degree of effectiveness

Adapted from: <https://www.dcp.edu.gov.on.ca/en/assessment-evaluation/sample-achievement-charts>

Graffiti Responses

BLM 5.6

What to do:

Record your feedback after playing the game using colours to create words, symbols, images, and/or quotes. Feedback should relate to the information presented AND the way the information is presented. Remember to phrase your feedback in a kind way!