

## Grade 8 – Substance Use, Addictions, and Related Behaviours

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### **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 substance use continuum and be able to identify and describe warning signs of problematic substance use and the consequences that can occur. They will learn about stigma and how societal views about mental health and substance use perpetuate stigma. Students will then practice using destigmatizing language and brainstorming actions they can take to reduce stigma. Finally, students will demonstrate how to cope with stress by incorporating healthy habits into their daily routines.

### **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//Grade8SubstanceUseAddictionandRelatedBehavioursCurriculum>



## Questions:

For questions about this unit, please email [tobacco@hamilton.ca](mailto: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 8 – Substance Use, Addictions, and Related Behaviours

### Unit Overview:

Lesson Sequence	<a href="#">Lesson 1</a> Dependence & Addiction	<a href="#">Lesson 2</a> Substance Use Continuum	<a href="#">Lesson 3</a> Healthy Habits & Coping	<a href="#">Lesson 4</a> Stop the Stigma	<a href="#">Lesson 5-6</a> Culminating Task
<b>Minds On</b>	Word Association	Brainstorm	Video: My Vaping Mistake, Mental Health	Inside/Outside Circle	Kahoot
<b>Action</b>	TED Talk KWLC Chart	Substance Use Continuum Matching	Gallery Walk	Language Matters	Photovoice Activity
<b>Consolidation of Learning</b>	Don't Drop the Ball(oon)	Reflection: Exit Ticket	School Announcements	Stigma Reflection	Photo Gallery
<a href="#">Health &amp; Physical Education (2019)</a>					
<b>Healthy Living</b>	OE D1, 3 SE 1.3, 3.4	OE D1 SE 1.3	OE D2 SE 2.4	OE D3 SE 3.4	OE D1-3 SE 1.3, 2.4, 3.4
<a href="#">Language (2023)</a>					
<b>Literacy Connections and Applications</b>			OE A2 SE 2.4		OE A2 SE 2.5, 2.7
<b>Foundations of Language</b>		OE B1 SE 1.3, 2.3	OE B1 SE 1.1, 1.3, 1.5	OE B1 SE 1.3, 1.5	
<b>Comprehension: Understanding and Responding to Texts</b>	OE C2, C3 SE 2.5, 2.6, 3.5			OE C3 SE 3.2, 3.4, 3.5	
<b>Composition: Expressing Ideas and Creating Texts</b>			OE D1, D2 SE 1.1, 2.1, 2.3		OE D1, D2, D3 SE 1.2, 2.3, 3.1, 3.3

## Grade 8 – Substance Use, Addictions, and Related Behaviours

### Lesson One: Addiction

#### Learning Goals:

- Students will explore the concept of addiction and understand how societal views and stigma can influence those who use or are thinking about using substances.

#### Expectations:

Course	Overall Expectations	Specific Expectations
Health & Physical Education	D1. Understanding Health Concepts: demonstrate an understanding of factors that contribute to healthy development.	1.3: identify and describe the warning signs of problematic substance use and related behaviours for a variety of activities and substances, including cannabis, and the consequences that can occur
	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.	3.4: explain how word choices and societal views about mental health and mental illness can affect people and perpetuate stigma, and identify actions that can counteract that stigma
Language – 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	2.5: connect, compare, and contrast the ideas expressed in texts and their knowledges and lived experiences, the ideas in other texts, and the world around them
		2.6: summarize and synthesize the important ideas and supporting details in complex texts, and draw effective conclusions
	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: analyze explicit and implicit perspectives communicated in various texts, evaluate any evidence that could suggest bias in these perspectives, and suggest ways to avoid any such bias

#### Materials:

Minds On	<ul style="list-style-type: none"> <li>- <a href="#">Slido</a> or Poll Everywhere (or equivalent web-based polling platform)</li> <li>- Classroom technology or personal devices</li> <li>- Not An Experiment – Mental Health (<a href="https://www.notanexperiment.ca/mental-health-vaping/">https://www.notanexperiment.ca/mental-health-vaping/</a>)</li> </ul>
Action	<ul style="list-style-type: none"> <li>- Video – TED Talk: Everything You Thought You Knew About Addiction is Wrong (<a href="https://youtu.be/PY9DclMGxMs">https://youtu.be/PY9DclMGxMs</a>).</li> </ul>

	- BLM 1.1 KWLC - TED Talk
<b>Consolidation of Learning</b>	- 1 balloon per student

### Setting the Focus:

In this introductory lesson, students will explore the concept of addiction and consider factors that contribute to addiction. They will watch a TED Talk video that will challenge their current understanding of addiction and will participate in a group activity that explores the strengths associated with building connections in a community.

### Assessment for Learning:

Ongoing Observation	Differentiated Instruction/Accommodations	Assessment Tools
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Interpret media texts using previous knowledge and synthesizing skills.</li> <li>● Consider the underlying causes of addiction.</li> <li>● Consider how a deeper understanding of addiction can influence their decision to use or avoid using addictive substances.</li> <li>● Communicate their ideas and opinions clearly.</li> <li>● Thoughtfully consider the ideas and opinions of others.</li> </ul>	<p><b>If students do not understand:</b></p> <ul style="list-style-type: none"> <li>● Consider pairing struggling students with a partner and/or assign one student to be a recorder.</li> <li>● Pause and reflect at regular intervals and encourage them to highlight important information.</li> <li>● Provide post-it notes for students with questions.</li> <li>● Offer one-on-one assistance for students who are struggling with difficult concepts.</li> <li>● Modify expectations for struggling students.</li> <li>● Target different senses (e.g., playing videos, provide visuals/pictures, give spoken and written directions etc.).</li> </ul>	<p><b>Critical thinking prompts:</b></p> <ul style="list-style-type: none"> <li>● How has your understanding of addiction changed after watching the TED Talk?</li> <li>● Does understanding addiction influence your choice to use or avoid using addictive substances?</li> <li>● Do you think addiction can affect anyone? Why or why not?</li> <li>● How could we work to build connections within our school community to support the health and well-being of all students?</li> </ul> <p><b>Assessment tools:</b></p> <ul style="list-style-type: none"> <li>● Word clouds</li> <li>● KWLC chart</li> <li>● Discussion</li> </ul>

## Minds On (5 minutes): Word Association

**Teacher Preparation:** Create a free account with [Slido](#) or an equivalent web-based polling platform (e.g., [Poll Everywhere](#) if your school has an account).

- Create a new word cloud and set the question as “Minds On - What is addiction?”
- Make a second new word cloud and set the question as “Action – What is addiction?”

### Student Instructions:

1. Provide students with the online link/QR code to access the first (Minds On) word cloud.
2. Instruct students to answer the question, “**What is addiction?**” by sharing the first word that comes to mind. (Students may work in pairs if they do not have access to technology). Optional: Students may submit multiple words.
3. Project the word cloud or print and display it in a visible location.
4. Spend a few minutes discussing the results.
5. Project the [Not An Experiment – Mental Health](#) webpage and review the addiction information in the top yellow section entitled “Here’s What You Should Know.”

## Action (25-30 minutes): TED Talk KWLC Chart

1. Distribute a copy of BLM 1.1 KWLC - TED Talk to each student. Review the columns with the students and give them time to individually complete the first column, “What do I already KNOW?” before watching the video. Student knowledge will vary.
2. Explain to students that they will be watching a TED Talk and filling out column 2 and 3, “What did I WONDER?” and “What did I LEARN?”. Ask students to leave the final column blank.
3. Watch Video: [Ted Talk - Everything You Thought You Knew About Addiction is Wrong \(Johann Hari\)](#) (TED, 14:42) and remind students to complete columns 2-3 of their chart.
4. Discuss addiction as being an issue that can affect anyone. Answer any student questions about the video. Discuss bias in the video.
5. Ask students to complete the last column, “Why should I CCARE?”.
6. Provide students with the online link/QR code to access the second (Action) word cloud. Instruct them to answer the question, “**What is addiction?**” now that they have watched the TED Talk and have learned about addiction. (Students may work in pairs if they do not have access to technology). Optional: Students may submit multiple words.
7. Project or print the word cloud and compare it to the initial cloud completed during Minds On. Discuss any noticeable changes in students’ impressions of addiction.
8. Write the following definition of addiction on the board: “**Addiction is the problematic use of a substance**” ([CAMH, 2023](#)). It involves “4 Cs”: **C**raving, loss of **C**ontrol, **C**ompulsion to use, continued use despite **C**onsequences ([CAMH, 2023](#)). Have students copy the definition onto BLM 1.1.

## Consolidation of Learning (5-10 minutes): Don't Drop the Ball(oon)

Adapted from: [Alberta Health Services' Mental Health Kit – Be Kind to Yourself and Others \(Balloon Frantic\)](#)

**Teacher Preparation:** Blow up one balloon per student.

1. Give each student a balloon and a felt marker. Ask them to write a word on the balloon that represents something that has a lot of meaning to them (e.g., their family, friends, sports, a pet, money, etc.). The students are invited to share their word with the group.
2. Tell students that they will need to keep their balloons in the air for 30 seconds by hitting the balloons with only their hands. They may not touch another student's balloon.
3. After they have done this, ask them to repeat the activity for another 30 seconds, but they can only use one hand and must place the other hand behind their back.
4. After 30 seconds is up, ask the class to repeat the activity for a final 30 seconds, but this time they are allowed to help each other and may touch any balloon.
5. Ask students: **“Which time was the most difficult to keep the balloon in the air?”**
6. Explain to students that when people abstain from using addictive substances, they are normally able to maintain their friendships and participate in activities that are important to them (i.e., keep their balloons in the air). Tell students that when people use substances, their senses may be altered, and this was represented by keeping one hand behind their back.
7. Ask students: **“How do you think the final scenario (students helping one another) relates to the information shared in the Ted Talk?”**
8. Explain to students that having connections and support is very important in both avoiding substance use and recovering from substance abuse.



# KWLC – Ted Talk

BLM 1.1

As you watch the TED Talk - [Everything You Think You Know About Addiction is Wrong](#), complete the chart. Be ready to discuss!

Addiction is: \_\_\_\_\_

What do I already <b>KNOW</b> ?	What do I <b>WONDER</b> ?	What did I <b>LEARN</b> ?	Why should I <b>CARE</b> ?

## Grade 8 – Substance Use, Addictions, and Related Behaviours

### Lesson Two: Substance Use Continuum

#### Learning Goals:

- Students will explore the substance use continuum and understand how behaviours and consequences of use may change depending on the stage along the continuum.

#### Expectations:

- Students will identify connections between mental health and substance use.

Course	Overall Expectations	Specific Expectations
Health & Physical Education	D1. Understanding Health Concepts: demonstrate an understanding of factors that contribute to healthy development	1.3: identify and describe the warning signs of problematic substance use and related behaviours for a variety of activities and substances, including cannabis, and the consequences that can occur
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	1.3: analyze the purpose and audience for speaking in formal and informal contexts, and select and adapt speaking strategies to communicate clearly and coherently
		2.3: communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, the subject matter, and the intended audience

#### Materials:

Minds On	- Optional: <a href="#">Slido</a> open response poll or post-it notes
Action	- School Mental Health Ontario – Continuum of substance use ( <a href="https://smho-smsso.ca/educators-and-student-support-staff/substance-use-and-addiction/">https://smho-smsso.ca/educators-and-student-support-staff/substance-use-and-addiction/</a> ) - BLM 2.1 Substance Use Continuum Cards - Envelopes/Ziploc bags
Consolidation of Learning	- Critical thinking prompt(s) - Exit ticket - paper or technology like <a href="#">Flip</a> app (video) or <a href="#">Padlet</a> (virtual sticky notes) - Optional: Classroom technology or personal devices - BLM 2.2 One-Point Rubric

#### Setting the Focus:

This lesson is all about the substance use continuum. Students will brainstorm factors that may lead to substance use and will play a sorting game where they will match the stages of the continuum with the corresponding motivations, behaviours and consequences of substance use. Finally, students will reflect on their learnings by answering a critical thinking prompt.

## Assessment for Learning:

Ongoing Observation	Differentiated Instruction/Accommodations	Assessment Tools
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Identify personal and societal implications of substance use.</li> <li>• Investigate the relationship between cannabis use, brain development and mental health.</li> <li>• Demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea.</li> <li>• Express their ideas in a clear and coherent manner.</li> </ul>	<p><b>If students do not understand:</b></p> <ul style="list-style-type: none"> <li>• Consider pairing struggling students with a partner and/or assign one student to be a recorder.</li> <li>• Pause and reflect at regular intervals and encourage them to highlight important information.</li> <li>• Provide post-it notes for students with questions.</li> <li>• Offer one-on-one assistance for students who are struggling with difficult concepts.</li> <li>• Modify expectations for struggling students.</li> <li>• Target different senses (e.g., playing videos, provide visuals/pictures, give spoken and written directions etc.).</li> </ul>	<p><b>Critical thinking prompts:</b></p> <ul style="list-style-type: none"> <li>• If people know there are negative health effects from substance use, why do you think they continue to use substances?</li> <li>• How could substance use impact your ability to do the activities you love?</li> <li>• How is substance use shown in the media?</li> <li>• What are some protective factors that could help someone avoid using harmful substances?</li> <li>• In your opinion, what is the best way to reach youth with anti-substance use messaging? Why? Who should deliver the message?</li> </ul> <p><b>Assessment Tools:</b></p> <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Continuum matching</li> <li>• Exit ticket</li> </ul>

## Minds On (10 minutes): Brainstorm

**Teacher Preparation:** Prior to the activity, the teacher should determine how students will share their responses. For example, students could share responses out loud with the whole class, participate in a Think-Pair-Share, respond anonymously using a [Slido](#) open response poll, post-it note etc.

1. Ask students: **“Where have you seen substance use in your daily life?”**

- Possible responses: Students vaping in school bathrooms; people drinking at parties or in restaurants; cannabis shops downtown; people using substances on social media or in popular shows on TV/Netflix/movies; parents who smoke cigarettes; people drinking coffee at a coffee shop etc.
2. Ask students the following questions, taking time to discuss their responses.
- **“Why might some students choose to experiment with alcohol, cannabis, nicotine or other drugs?”**
    - Possible responses: Curiosity; rebellion; social influences; easy to access; cope with anxiety or stress etc.
  - **“Why might some students go beyond experimentation?”**
    - Possible responses: They become dependent; they like the feeling when they use the substance; they are pressured by others; they are suffering from a mental health issue; they don’t know how to get help, etc.
  - **“Why are substances like caffeine normalized, when others are stigmatized?”**
    - Possible responses: Because more people use the substances that are normalized; because they are less harmful to physical health; because industries market certain products as beneficial etc.

## **Action (25 minutes): Continuum Matching Game**

Adapted from: [Alberta Health Services’ The Process of Addiction Lesson](#)

**Teacher Preparation:** Print and cut up one copy of BLM 2.1 per group of 3-4 students and put cards into an envelope.

1. Display the [School Metal Health Ontario Continuum of Substance Use](#) on the board (or print a copy for each group). Leave up for the whole lesson.
  - Explain that substance use can range from no use to a substance use disorder. People can fall anywhere along the continuum, for any addictive substance. They can also move along the continuum in both directions, at different points in their lives.
2. Arrange students into small groups of 3-4. Instruct students that they will be playing a sorting game to match the substance use stage to the motivation, behaviours and consequences that occur at that stage. Remind students that this list is not exhaustive; there are many other examples that could be used.
3. Give each team an envelope containing one set of BLM 2.1 Substance Use Continuum Cards (already cut up).
4. Ask students to match the cards.
5. After approximately 10 minutes, take up answers as a class. Discuss any discrepancies between groups.

6. Ask students: **“How do you think mental health relates to the stages of substance use (along the continuum)?”**
  - Possible responses: The mental consequences may get worse as you move along the continuum toward substance use disorder, people can move between stages if they seek help or treatment for their mental health, they are linked together, etc.

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

1. Select one critical thinking prompt from the Assessment for Learning table (p. 11).
2. Allow students time to respond to the prompt using a paper exit ticket or technology such as the [Flip app](#) (video) or [Padlet](#) (virtual sticky notes).
3. Use BLM 2.2 One-Point Rubric for assessment.

## Substance Use Continuum Cards

BLM 2.1

<b>NO USE</b>	<b>NON-PROBLEMATIC USE</b>	<b>PROBLEMATIC &amp; POTENTIALLY HARMFUL USE</b>	Grades in school get worse	Become focused on self and drug use
Do not use any addictive substance.	Occasional or experimental use	Use to change mood or relieve boredom	Relationships with friends/family get worse	Personality change (controlling, lying, defensive)
<b>BENEFICIAL USE</b>	Curiosity	Use to feel good or reduce stress	Feel irritable, anxious or depressed	Can experience extreme intoxication
Use for health, social or spiritual effects	Rebellion or to defy parents	Use to escape or feel "normal"	Develop a tolerance (need higher doses)	Quality of life is negatively affected
Drinking coffee in the morning to stay alert	Peer or social influence (e.g., to belong, or fit in)	Use substances more often; sometimes binge	<b>SUBSTANCE USE DISORDER</b>	Feel shame, hopeless
Tobacco for sacred/ ceremonial use	To reduce stress or anxiety	Often thinking about using substances	Use substances regularly/compulsively	Worsening mental health
No consequences	Usually few and minor consequences	Mostly hang out with others who use substances	Motivated to use drugs; centre of life	Negative health effects

**Critical Thinking Prompt**

<b>Areas for Improvement</b> Things to work on	<b>Criteria</b> Standards for this task	<b>Advanced</b> Evidence of exceeding standards
	<p style="text-align: center;"><b>Knowledge &amp; Understanding</b></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;"><b>Communication</b></p> <p>I clearly and thoroughly explain my opinions using evidence to support them.</p>	

## Grade 8 – Substance Use, Addictions, and Related Behaviours

### Lesson Three: Healthy Habits & Coping

#### Learning Goals:

- Students will identify and discuss healthy habits and coping strategies that can help youth deal with stress and support their mental health.

#### Expectations:

Course	Overall Expectations	Specific Expectations
<b>Health &amp; Physical Education</b>	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	2.4: demonstrate an understanding of how incorporating healthy habits and coping strategies into daily routines can help maintain mental health and resilience in times of stress
<b>Language – Literacy Connections and Applications</b>	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
<b>Language – Foundations of Language</b>	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: evaluate and use various effective listening skills to enhance comprehension, including paraphrasing, asking open-ended questions, making relevant responses in group discussions, and reflecting on what has been said, and use these skills in formal and informal contexts and for various purposes
		1.3: analyze the purpose and audience for speaking in formal and informal contexts, and select and adapt speaking strategies to communicate clearly and coherently
		1.5: use precise and descriptive word choice, including domain-specific vocabulary from various subjects, and cohesive and coherent sentences during formal and informal communication, to support audience comprehension
<b>Language - Composition: Expressing</b>	D1. Developing Ideas and Organizing Content: plan, develop ideas, gather information, and organize content for	1.2: generate and develop ideas and details about challenging topics, such as topics related to diversity, equity, and



<b>Ideas and Creating Texts</b>	creating texts of various forms, including digital and media texts, on a variety of topics	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, persuasive, expository, and informational texts, citing sources, and use a variety of appropriate media, tools, and strategies to transform information and communicate ideas
		2.3: establish an identifiable voice in their texts, modifying language and style to suit the text's form, genre, audience, and purpose, and express their thoughts, feelings, and opinions about the topic clearly

### Materials:

<b>Minds On</b>	<ul style="list-style-type: none"> <li>- Video – My Vaping Mistake, Mental Health (<a href="https://www.youtube.com/watch?v=TldGFqUBUis&amp;t=5s">https://www.youtube.com/watch?v=TldGFqUBUis&amp;t=5s</a>)</li> <li>- Not An Experiment – Mental Health (<a href="https://www.notanexperiment.ca/mental-health-vaping/">https://www.notanexperiment.ca/mental-health-vaping/</a>)</li> </ul>
<b>Action</b>	<ul style="list-style-type: none"> <li>- Chart paper (x5) and markers (at least 5 different colours)</li> <li>- Optional: Padlet (<a href="https://padlet.com/">https://padlet.com/</a>)</li> <li>- Optional: Classroom technology or personal devices</li> <li>- Optional: Phone timer/stopwatch</li> </ul>
<b>Consolidation of Learning</b>	<ul style="list-style-type: none"> <li>- Paper and writing utensils</li> <li>- Optional: Not An Experiment - Announcements (<a href="https://www.notanexperiment.ca/educators/">https://www.notanexperiment.ca/educators/</a>)</li> </ul>

### Setting the Focus:

Students will watch a video of teens sharing their experiences with vaping; they will learn about the consequences of vaping and the possible negative impacts on their mental health. Students will participate in an activity to identify healthy habits, coping strategies, and community resources that are available to provide support. Finally, they will reflect on their learning and create a school announcement that demonstrates their understanding of substance use and healthy coping strategies.

## Assessment for Learning:

Ongoing Observation	Differentiated Instruction/Accommodations	Assessment Tools
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Interpret media texts and draw conclusions using synthesizing skills.</li> <li>• Share their opinions with classmates and be respectful of opinions that differ from their own.</li> <li>• Consider the impact of substance use on themselves and society</li> <li>• Brainstorm healthy habits and coping strategies to deal with stress</li> <li>• Create a factual school announcement about substance use that is appropriate for a middle school audience.</li> </ul>	<p><b>If students do not understand:</b></p> <ul style="list-style-type: none"> <li>• Consider pairing struggling students with a partner and/or assign one student to be a recorder.</li> <li>• Pause and reflect at regular intervals and encourage them to highlight important information.</li> <li>• Provide post-it notes for students with questions.</li> <li>• Offer one-on-one assistance for students who are struggling with difficult concepts.</li> <li>• Modify expectations for struggling students.</li> <li>• Target different senses (e.g., playing videos, provide visuals/pictures, give spoken and written directions etc.).</li> </ul>	<p><b>Critical thinking prompts:</b></p> <ul style="list-style-type: none"> <li>• What healthy habits or coping strategies have you implemented in your life?</li> <li>• What would you tell a friend who was considering using a substance for the first time?</li> <li>• What implications of substance use would you consider when deciding to use or abstain from using a drug?</li> </ul> <p><b>Assessment Tools:</b></p> <ul style="list-style-type: none"> <li>• Class discussion</li> <li>• Gallery walk responses (chart paper or Padlet)</li> <li>• School announcements</li> </ul>

## Minds On (10-15 minutes): Video – My Vaping Mistake, Mental Health

1. Watch video: [My Vaping Mistake, Mental Health](#) (FDA, 3:08).
2. Ask students: **“What do you think the purpose of this video was? Was it effective? Why or why not?”**
  - Possible responses: The purpose was to show the bad effects of vaping; to scare youth; to prevent youth from ever trying vaping; the lighting made it look like you would be in trouble if you start vaping, etc.
3. Ask students: **“How did this video portray the connection between mental health and substance use?”**

- Possible responses: Youth developed anxiety when vaping; youth were struggling but faking happiness with their friends; mental health problems started impacting other areas of their life like school attendance and grades.
4. Ask students: **“What coping strategies were shared by the youth in the video? What other ways might the students have coped that were not shown?”**
    - Possible responses: They started a club at school to support other students; they may have talked to their parents or friends and asked for help; they may have focused on other healthy activities to replace vaping etc.
  5. Remind students of the substance use continuum from lesson two, and tell them that “problematic substance use and mental health problems often co-occur, regardless of which one comes first” ([School Mental Health Ontario, 2023](#)).
  6. Share statistics with students by reading the following out loud:
    - According to the Canadian Student Tobacco, Alcohol and Drugs Survey (2021-2022), Ontario students in grade 7-12 reported:
      - The main reason for current/continued vaping in the past 30 days was to **relax or relieve tension** (22.6%) ([Health Canada, 2023](#)).
      - Across Canada, **students with worse self-reported mental health** (fair or poor), **reported higher past year substance use** than those students who reported better mental health (good, very good, or excellent). This was true for alcohol, cannabis, pharmaceuticals, over the counter meds etc. ([Health Canada, 2023](#)).
  7. Give students 5 minutes to explore the [Not An Experiment – Mental Health](#) webpage (individually/small groups/whole class). Highlight the coping strategies outlined at the bottom of the webpage.

## **Action (20-25 minutes): Gallery Walk**

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

**Teacher Preparation:** Create a gallery walk with 5 stations using one of the two options below.

### Option 1: Chart Paper

Place chart paper and markers at each station. Write the following questions on the chart paper, with one question per chart paper.

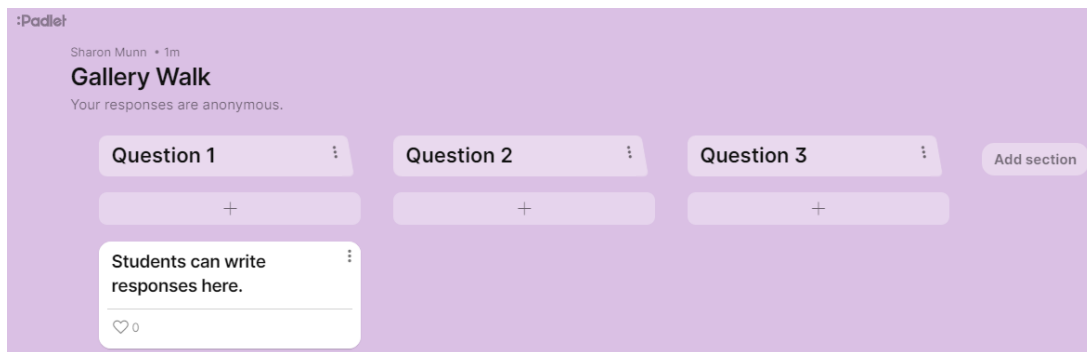
1. Where can you go for support when you are dealing with a personal problem related to mental health or substance use (e.g., within your school or community)?
2. How can problematic substance use affect a young person whose brain is still developing?
3. How do issues relating to substance use affect our society?
4. What are healthy habits or coping skills you can try?

- How would you tell a friend about the link between mental health problems and problematic substance use?

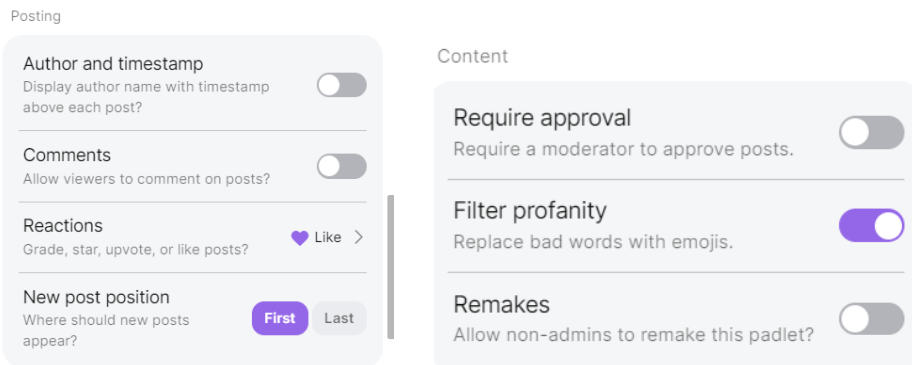
**Option 2: Padlet Shelf** (virtual sticky notes); work in pairs

Create a virtual gallery walk using [Padlet](#) (called a “Shelf”). If you are unfamiliar with Padlet, watch this [“how to” video](#) on YouTube.

- Add questions 1-5 (listed in Option 1) into your Padlet.



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



- Share the Padlet URL link or QR code with students and ask them to respond to the questions. Students will be able to respond using text, GIFs, videos, images etc. They will also be able to “like” or “upvote” responses.

**Student Instructions:**

- Divide the class into 5 equal groups and have each group start at a different chart paper gallery walk station (or Padlet sticky note). Optional: Assign each group a different colour marker so you can differentiate each groups’ contributions.
- Tell students they will be brainstorming responses to the question at their station and will record their ideas on the chart paper. They will spend 3 minutes at each station and will

rotate through all five stations. Optional: Consider using a timer or giving students a one-minute warning before the time is up.

3. As a class, take time to review and discuss students' responses to each question. Record any additions that arise out of the class discussion. For a list of possible responses, refer to [Ophea's Cannabis Use and Health Effects](#).
4. Keep the galley walk chart-paper posted for the remainder of the unit.
5. Share local resources for support with students and keep them displayed in the classroom. (e.g., use Children's Mental Health Ontario "[Find Help](#)" locator, local chapter of the Canadian Mental Health Association, local substance misuse agency, Kids Help Phone, etc.).

### **Consolidation of Learning (10 minutes): School Announcement**

1. Read students a sample school announcement from [Not An Experiment](#):

"Fact: If you vape, you may be more likely to start smoking. Another fact? Many vape companies are owned by the tobacco industry.  
Don't treat your health like an experiment."

2. Tell students that they will be working in pairs to write a short message about substance use that could be read on the school's morning announcements. It should be appropriate for a middle school audience and should persuade the listener to make healthy choices about substance use.
3. Assign each pair of students a content area to focus on. Ensure at least one group is assigned to each content area. Students may reference their notes as required.
  - Warning signs of problematic substance use
  - Consequences of substance use (e.g., health, social, peer, societal)
  - Connection between substance use and youth mental health
  - Healthy habits to choose instead of substance use
  - How to cope and find help (at school or in the community)
4. Once complete, ask each pair to read their message to another pair of students.
5. Optional: Collect students' messages and select some to be read on the school's morning announcements (suggest one per day for a week). Alternatively, choose from already prepared, evidence-based announcements from [Not An Experiment](#).

## Grade 8 – Substance Use, Addictions, and Related Behaviours

### Lesson Four: Stop the Stigma

#### Learning Goals:

- Students will be able to define and discuss the consequences of stigma, as well as suggest actions to prevent stigma.
- Students will practice using destigmatizing language.

#### Expectations:

Course	Overall Expectations	Specific Expectations
<b>Health &amp; Physical Education</b>	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.	3.4: explain how word choices and societal views about mental health and mental illness can affect people and perpetuate stigma, and identify actions that can counteract that stigma
<b>Language – Foundations of Language</b>	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	1.3: analyze the purpose and audience for speaking in formal and informal contexts, and select and adapt speaking strategies to communicate clearly and coherently
		1.5: use precise and descriptive word choice, including domain-specific vocabulary from various subjects, and cohesive and coherent sentences during formal and informal communication, to support audience comprehension
<b>Language – Comprehension: Understanding and Responding to Texts</b>	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	3.2: make local and global inferences, using explicit and implicit evidence, to explain and support their interpretations about various complex texts
		3.4: analyze cultural elements that are represented in various texts, including norms, values, social hierarchy, past times, language, and taboos, by investigating the meanings of these elements, making connections to their lived experience and culture, and considering how the inclusion of these elements contributes to the meaning of the text
		3.5: analyze explicit and implicit perspectives communicated in various texts, evaluate any evidence that could suggest bias in these perspectives, and suggest ways to avoid any such bias

## Materials:

<b>Minds On</b>	
<b>Action</b>	<ul style="list-style-type: none"> <li>- Video – Stop the Stigma (<a href="https://youtu.be/DWaOsPiv-gw">https://youtu.be/DWaOsPiv-gw</a>)</li> <li>- BLM 4.1 Stigma in the Media</li> </ul>
<b>Consolidation of Learning</b>	<ul style="list-style-type: none"> <li>- Video – Reducing Stigma (<a href="https://youtu.be/eio-l8PbdDk">https://youtu.be/eio-l8PbdDk</a>)</li> <li>- BLM 4.2 Stigma Reflection</li> </ul>

## Setting the Focus:

Students will participate in a brainstorming inside/outside circle activity to get them thinking about the meaning of stigma and its implications. Students will practice using destigmatizing language and will analyze popular media depictions of mental health and substance use to identify stereotypes that could lead to stigma and discrimination. Finally, students will reflect on their learnings, and consider how they will take action to reduce stigma.

## Assessment for Learning:

<b>Ongoing Observation</b>	<b>Differentiated Instruction/Accommodations</b>	<b>Assessment Tools</b>
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>● Be able to define stigma.</li> <li>● Understand how stigma is perpetuated, and how to take action to prevent stigma.</li> <li>● Understand the importance of using destigmatizing language and practice this in discussions.</li> <li>● Work collaboratively to analyze the stigmatization of substance use/ mental illness in the media.</li> </ul>	<p><b>If students do not understand:</b></p> <ul style="list-style-type: none"> <li>● Consider pairing struggling students with a partner and/or assign one student to be a recorder.</li> <li>● Pause and reflect at regular intervals and encourage them to highlight important information.</li> <li>● Provide post-it notes for students with questions.</li> <li>● Offer one-on-one assistance for students who are struggling with difficult concepts.</li> <li>● Modify expectations for struggling students.</li> <li>● Target different senses (e.g., playing videos, provide visuals/pictures, give spoken and written directions etc.).</li> </ul>	<p><b>Critical thinking prompts:</b></p> <ul style="list-style-type: none"> <li>● How do you think people who use substances are stigmatized in society?</li> <li>● What do you need to maintain positive mental health?</li> <li>● Is it possible to change community attitudes about mental health and substance use? How could this be done?</li> </ul> <p><b>Assessment Tools:</b></p> <ul style="list-style-type: none"> <li>● Facilitated discussion</li> <li>● Stigma in the media worksheet</li> <li>● Stigma reflection exit ticket</li> </ul>

## Minds On (10 minutes): Inside/Outside Circle

For additional information about the Inside/Outside Circle technique, click [here](#).

1. Split the class into two equal sized groups. Have the first group form a circle facing outwards (backs to the centre). Have the second group form a circle around the first group, facing inwards. Students should be facing each other.
2. Select one of the following questions and write it on the board. Tell students they have 30 seconds to think of a response, silently. Possible responses are included below in case students need an additional prompt.
  - **What is stigma?**
    - Possible responses: A stereotype; a lie; bad thoughts about people; bad attitudes about certain groups of people; being mean to people.
  - **What are some ways you hear people speaking about mental health and/or substance use that demonstrates stigma?**
    - Possible responses: They are addicts; a drain on society; don't want help; name-calling using derogatory terms like "crazy."
  - **How does stigma hurt people?**
    - Possible responses: It is a barrier; people may not get help or treatment, people may feel shame or embarrassment; people may not be able to find a job or safe housing; people may feel stress; people may lose relationships.
  - **How can you take action to stop stigma?**
    - Possible responses: Stop using derogatory terms; challenge stereotypes and speak up when someone says something unfair; think about what you hear in the media and consider if it is biased; be inclusive.
3. After 30 seconds is up, ask students in the inside circle to share their response with their classmate facing them in the outside circle. Once they are finished, say "pass" and the person on the outside circle will have a turn to share their response.
4. Once both partners have shared, say "rotate" and ask the outside circle to move one student to their left.
5. Repeat steps 2-4 for as many questions as desired.
  - Options: Choose a new prompt for each rotation or rotate a few times before asking the next question.



## Action (25 minutes): Language Matters

1. Watch video: [Stop the Stigma](#) (Image by Design, 3:20).
2. Ask students: **“How does that video make you feel?”** and discuss responses.
3. Write the following definitions from the [Canadian Mental Health Association](#) on the board and review with students.
  - “Stigma is a negative stereotype.”
  - “Discrimination is unfair treatment due to a person’s identity.”
  - Discrimination happens because of stigma.
4. Explain to students that stigmatizing language is inaccurate, disrespectful, hurtful, and dehumanizing when internalized ([Canadian Centre on Substance Use and Addiction](#)). Write the following three “stigmatizing language” terms (column 1) on the board.

Stigmatizing Language	Destigmatizing Language*
Smoker	Someone who uses commercial tobacco products
Mentally ill	Someone who is living with a mental illness
Drug abuse	Drug use

\* These are examples of person-first language.

5. Ask students: **“What are some examples of destigmatizing language that we could use instead of these words?”** After students share some responses, provide students with the destigmatizing language examples from column 2.
6. Distribute BLM 4.1 Stigma in the Media to each student and explain that there are many characters in popular media (e.g., Netflix shows, movies, books etc.) that are portrayed as living with a mental illness or a substance use disorder. Review the task instructions with students. Optional: Students can work in partners or small groups.
7. Provide an example to students using a media representation of your choice or use this example from the Netflix show “Riverdale,” on page 5 of [Media Smarts – Screen Stigma](#).
8. Give students 15 minutes to complete the worksheet. Remind students to practice using destigmatizing language while completing their work.

## Consolidation of Learning (10 minutes): Reflection – Exit Ticket

1. Watch video: [Reducing Stigma](#) (Ottawa Public Health, 4:11).
2. Distribute BLM 4.2 Stigma Reflection to students and ask each student to complete the worksheet.

## Stigma in the Media

BLM 4.1

Many stereotypes about mental illness and substance use are portrayed in popular media. These can lead to stigma and discrimination. **Stigma** is a negative stereotype about a person or group, that could lead to unfair treatment (**discrimination**) ([CMHA, 2023](#)).

**Task:** Think of a character from a movie, TV show, comic, book, video game, etc., who is living with a mental illness or a substance use problem. You will determine whether the character is portrayed accurately or if there are any positive or negative stereotypes. A positive stereotype is a favourable belief about a group (e.g., all women are caring).

Character name:	
Popular media:	
Describe how the mental illness or substance use is portrayed (i.e., are there negative or positive stereotypes?).	
Explain how this contributes to stigma and discrimination.	
How could the media be changed to represent the mental illness or substance use more accurately, in a destigmatizing way?	

Adapted from: [Ophea – Bust Stigma and Stereotype](#) and [Media Smarts – Screen Stigma](#)

## Stigma Reflection

BLM 4.2

Adapted from: [Ottawa Public Health's Reducing Stigma](#)

1. Learning about stigma and language use, I discovered...

2. From the videos, I noticed that...

3. I plan to reduce stigma by...

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## Stigma Reflection

BLM 4.2

Adapted from: [Ottawa Public Health's Reducing Stigma](#)

1. Learning about stigma and language use, I discovered...

2. From the videos, I noticed that...

3. I plan to reduce stigma by...

## Grade 8 – Substance Use, Addictions, and Related Behaviours

### Lesson Five – Six: Culminating Task – Photovoice Project

#### Learning Goals:

- Students will use their knowledge of problematic substance and its consequences, stigma and mental health, and healthy coping habits to participate in a photovoice project.

#### Expectations:

- Students will prepare a photovoice gallery display for the school community and will have a chance to view their peers' work.

Course	Overall Expectations	Specific Expectations
<b>Health &amp; Physical Education – Healthy Living</b>	D1. Understanding Health Concepts: demonstrate an understanding of factors that contribute to healthy development	1.2: identify and describe the warning signs of problematic substance use and related behaviours for a variety of activities and substances, including cannabis, and the consequences that can occur
	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	2.4: demonstrate an understanding of how incorporating healthy habits and coping strategies into daily routines can help maintain mental health and resilience in times of stress
	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.	3.4: explain how word choices and societal views about mental health and mental illness can affect people and perpetuate stigma, and identify actions that can counteract that stigma
<b>Language – Literacy Connections and Applications</b>	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
		2.7: communicate and collaborate with various communities in a safe, respectful, responsible, and inclusive manner when using online platforms and environments, including digital and media tools, and demonstrate and model cultural awareness with members of the community
<b>Language - Composition:</b>	D1. Developing Ideas and Organizing Content: plan, develop ideas, gather	1.2: generate and develop ideas and details about challenging topics, such as

<b>Expressing Ideas and Creating Texts</b>	information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics	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	D2.3 establish an identifiable voice in their texts, modifying language and style to suit the text’s form, genre, audience, and purpose, and express their thoughts, feelings, and opinions about the topic clearly
	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	D3.1 produce final texts using appropriate techniques and tools, including digital design and production tools, to achieve the intended effect D3.3 evaluate the strategies and tools they found helpful when publishing and presenting texts, reflect on what they learned at each stage of the creative process, analyze how their texts address various topics, and suggest steps for future improvement as a text creator

**Materials:**

<b>Minds On</b>	<ul style="list-style-type: none"> <li>- Kahoot – Experimentation to Addiction: Exploring the Substance Use Continuum &amp; Challenging Stigma (<a href="https://create.kahoot.it/share/experimentation-to-addiction-exploring-the-substance-use-continuum-challenging-stigma/63f87359-db40-46da-ad11-08785a76dfe9">https://create.kahoot.it/share/experimentation-to-addiction-exploring-the-substance-use-continuum-challenging-stigma/63f87359-db40-46da-ad11-08785a76dfe9</a>)</li> <li>- Classroom technology or personal devices</li> <li>- Optional: Teacher’s Starter Guide to Kahoot (<a href="https://kahoot.com/files/2021/06/StarterGuide_0621.pdf">https://kahoot.com/files/2021/06/StarterGuide_0621.pdf</a>)</li> </ul>
<b>Action</b>	<ul style="list-style-type: none"> <li>- BLM 5.1 Photovoice Task Sheet</li> <li>- BLM 5.2 Success Criteria</li> <li>- BLM 5.3 Rubric: Photovoice</li> <li>- Cameras (e.g., phone or iPad camera app, digital camera, disposable etc.)</li> </ul>
<b>Consolidation of Learning</b>	<ul style="list-style-type: none"> <li>- Option 1: Printed Photo Gallery <ul style="list-style-type: none"> <li>o Wall space</li> <li>o Tape and black or white construction paper</li> </ul> </li> <li>- Option 2: Digital Photo Slideshow <ul style="list-style-type: none"> <li>o PowerPoint (Digital photo slideshow)</li> </ul> </li> <li>- Ballots (paper or online voting system like Slido poll or Google Form)</li> <li>- Optional: Prize(s)</li> </ul>

## Setting the Focus:

Students will use critical-thinking skills to share their perspectives and understanding of the issue of youth substance use. They will participate in a photovoice activity and create a digital image and photo caption in response to the prompt “How does youth substance use affect your community?” Students’ work will be shared with their class/school in a gallery, and they will have time to reflect on the work of their peers and engage in discussion. An optional extension activity is available for those who wish to engage the whole school community.

## Assessment for Learning:

Ongoing Observation	Assessment Tools
<p><b>Students will:</b></p> <ul style="list-style-type: none"><li>● Use technology to take a digital photo that represents their perspective on youth substance use.</li><li>● Use persuasive writing techniques to convey their viewpoint on the issue of substance use.</li><li>● Use appropriate media conventions to create their photovoice submission.</li><li>● Practice using destigmatizing language in their writing and oral communication with peers.</li><li>● Participate in a gallery discussion; be available to answer questions, as well as ask questions and provide feedback to peers.</li></ul>	<p><b>Critical thinking prompts:</b></p> <ul style="list-style-type: none"><li>● How do you view the issue of youth substance use in your community?</li><li>● What types of skills did you develop while working on this project?</li><li>● What did you learn from viewing and discussing your classmates’ work?</li><li>● What would you do differently if you were to repeat this activity again?</li></ul> <p><b>Assessment tools:</b></p> <ul style="list-style-type: none"><li>● Kahoot</li><li>● Photo and text submission</li><li>● Photovoice gallery discussion</li><li>● Rubric</li></ul>

## Minds On (10 minutes): Kahoot

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

1. Play Kahoot: Go to [Experimentation to Addiction: Exploring the Substance Use Continuum & Challenging Stigma](#) 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 10 questions, take time to answer questions or clarify any misunderstandings.

## Action (1-2 lessons): Photovoice Activity

Note: For more information about photovoice as an educational strategy, click [here](#) or [here](#).

### Teacher Preparation:

- Refer to the Consolidation of Learning section below to determine if a printed (option 1) or digital (option 2) photo gallery is the suitable outcome for your class.
- Review your school/board's policy regarding photography and/or photo consent agreement. Print consent forms to send home with students if necessary.

### Student Instructions:

1. Introduce the concept of photovoice to the class.
  - Photovoice is a research method that combines photography, critical-thinking and community discussion. The goal is to come up with ideas to solve a problem within a community. The people who are affected by the issues are engaged in the research and empowered to participate and share their feelings and ideas ([O'Malley & Munsell, 2020](#)).
2. As a class, review example photos from [ACCESS Open Minds Chatham-Kent Photovoice](#) project on the topic of mental health.
  - Provide time for students to reflect on the images and suggest ideas for the messages that the artist was trying to convey.
  - Explain that each photo is submitted with a few sentences of text explaining why the individual took the photo and how it relates to the photovoice prompt.
3. Distribute BLM 5.3 Photovoice Task Sheet to each student. Project BLM 5.4 Success Criteria on the board. Review the task sheet and success criteria as a class.
  - Option: Students can work individually or in pairs.
4. Review the school/board's photography policy and/or student photo consent forms. If parental consent is necessary, send forms home with students or email to parents/caregivers.
5. Distribute and review BLM 5.3 Rubric as a class and answer any questions.
6. Give students time to plan and complete the project (approximately 1-2 classes).
  - Optional: Borrow digital cameras from the school, let students use classroom technology (i.e., iPads) or their own devices (e.g., phones, cameras etc.).

## Consolidation of Learning (30 minutes): Photovoice Gallery

### Option 1: Printed Photo Gallery

**Teacher Preparation:** Have students submit photos online (e.g., by email, Google Drive folder etc.). For the best quality, organize printing of the students' photovoice submissions at a local photo printing shop. Alternatively, print using school printers.

1. Have students assist in displaying their photos in a selected location of the school (e.g., cafeteria walls, entrance hallway, library display etc.). Consider taping photos to black or white construction paper for uniformity and an "art gallery" feel.
2. Give students 15 minutes to explore their classmates' work. Students are encouraged to walk around, view the photos, and ask questions or give feedback to the artists.
  - Options:
    - Provide ballots (physical or electronic) to allow students to vote for their favourite photo.
    - Consider offering the winner(s) a prize of school swag, a cafeteria credit, or wellness item (e.g., stainless steel water bottle, soccer ball etc.).
3. Bring students back together as a whole class.
4. Select one critical thinking prompt from the Assessment for Learning table (p. 30). Ask students the question and have an informal class discussion.

### Option 2: Digital Photo Slideshow

**Teacher Preparation:** Have students submit photos online (e.g., by email, Google Drive folder etc.) and create a slide deck with one photo per slide.

1. View the PowerPoint/Google slides as a class. Stop at each photo and allow the class to ask questions and/or provide feedback to their classmates.
  - Options:
    - Provide ballots (physical or electronic) to allow students to vote for their favourite photo.
    - Consider offering the winner(s) a prize of school swag, a cafeteria credit, or wellness item (e.g., stainless steel water bottle, soccer ball etc.).
2. Select one critical thinking prompt from the Assessment for Learning table (p. 30). Ask students the question and have an informal class discussion.



### Optional Extension: School-Wide Photovoice Contest

- Consider creating a school-wide contest where students can vote to determine a winner of the photovoice project.
- Printed Photo Gallery Extension:
  - Voting could occur during lunch hour, or teachers could be invited to bring their class to the gallery location to vote.
  - Create paper ballots with a voting box or an electronic ballot using a one-question Slido poll or Google Form displayed on an iPad in the gallery.
- Digital Photo Slideshow Extension:
  - Share the PowerPoint/Google slide presentation of photos with all teachers via email.
  - Create a Google Form or Slido Poll voting link and invite their class to vote.

For a more comprehensive school health approach, consider keeping the photovoice display up for school events, or coordinating the display with a guest speaker for parents on the topic of youth substance use and/or mental health.

# Photovoice Activity

BLM 5.1

This culminating task is about creativity and personal reflection. You will reflect on the issue of youth substance use and take a photo that you think best represents the question below. You will then write a descriptive narrative caption about the photo you took that explains your viewpoint. All photos will be combined to create a class gallery that shows each student's creativity and point of view. You will have an opportunity to discuss your photo, as well as ask questions and give feedback to your peers.

**Prompt: How does youth substance use affect your community?**

## Photovoice Content:

Photo: Your photo must answer the prompt above and demonstrate at least one of the following themes:

- Problematic substance use (risk factors)
- The impact of substance use on the community (e.g., school community)
- Societal views of youth substance use
- Consequences of substance use
- Connection between substance use and mental health
- Healthy coping strategies for youth
- Healthy alternatives to substance use (protective factors)
- Stigma or actions to reduce stigma

Caption: You will write a 2-4 sentence descriptive caption that answers at least two of the following questions. After taking your photo, use the template below to brainstorm ideas for your caption.

<b>P</b>	Describe your photo?
<b>H</b>	What is happening in your photo? What does it show?

<b>O</b>	Why did you take a picture of this? What does it mean to you?
<b>T</b>	What does this photo tell us about youth substance use?
<b>O</b>	What opportunities could improve the issue (i.e., less youth using substances)?

**Format:**

- All photos must be original (taken by you) and appropriate (may not show substance use).
- The photo must be digital and be uploaded or shared electronically with your teacher.
- The caption must be typed and shared with your teacher.
  - Optional: Use photo-editing software to add the caption to your photo.

**Ethical Considerations:**

- You may not take a photo of anyone without their consent. Refer to your school board's photography policy.
- You may not show the names of any locations (e.g., sign with school name, sign with business name etc.)

# Success Criteria: Photovoice Activity

BLM 5.2

## Students will:

- Identify the warning signs of problematic substance use and related behaviours
- Describe the consequences that can occur as a result of substance use
- Show how coping skills and healthy habits can help solve stress (instead of substance use)
- Understand the connection between mental health and substance use
- Demonstrate an understanding of stigma and how it may influence those who use substances
- Suggest actions that can reduce stigma
- Use art (photography) to express their point of view
- Use descriptive writing to explain their photography choices
- Use media conventions that are appropriate to photovoice project and the intended middle school audience
- Engage in class discussion and provide constructive feedback to peers

# Rubric: Photovoice Activity

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

BLM 5.3

Categories	Level 1	Level 2	Level 3	Level 4
<b>Knowledge &amp; Understanding</b>				
Demonstrates knowledge of the warning signs of problematic substance use and related behaviours for a variety of substances.	Demonstrates limited knowledge of content	Demonstrates some knowledge of content	Demonstrates considerable knowledge of content	Demonstrates thorough knowledge of content
Demonstrates an understanding of how incorporating healthy habits and coping strategies into daily routines can help maintain mental health and resilience in times of stress.	Demonstrates limited understanding of content	Demonstrates some understanding of content	Demonstrates considerable understanding of content	Demonstrates thorough understanding of content
<b>Thinking</b>				
Uses creative thinking processes (e.g., design process, reflection, reviewing) that demonstrate an understanding of the photovoice prompt.	Uses creative thinking processes with limited effectiveness	Uses creative thinking processes with some effectiveness	Uses creative thinking skills with considerable effectiveness	Uses creative thinking skills with a high degree of effectiveness
Generates creative ideas to effectively plan and create a photovoice submission.	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

<b>Communication</b>				
Uses destigmatizing terms related to substance use. Communication enhances meaning for the intended audience.	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
Expresses and organizes ideas and understandings in art forms (photo) as well as written (caption) and oral (discussion) forms.	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
<b>Application</b>				
Demonstrates the connection between substance use, personal experiences and the world outside of school.	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>