



matters



avoiding tobacco, alcohol and other drugs.

Alberta
Government



Mental Health *matters*

www.education.alberta.ca/mentalhealthmatters

Activity

**Poster: Choose
Level: Junior High
Grades 7–9**

Taken from the Mental Health Kit: Be Kind to Yourself and Others, developed in partnership with Community Health Services and Regional Mental Health Program of Alberta Health Services; Canadian Mental Health Association - Edmonton Region; Edmonton Public School Board; and Edmonton Catholic School District.

Find the Complete Mental Health Toolkit at:

<http://www.albertahealthservices.ca/ps-7344-mhk-elem-manual-low.pdf>

Healthy Eating/ Active Living, Sleep and Mental Health



Alberta Education Health & Life Skills Programs of Studies Outcomes

The student will...

- W – 7.1 compare personal health choices to standards for health, e.g., physical activity, nutrition, relaxing, sleep, and reflection.

Teacher Background

In recent years, there has been an increase in understanding about the relationship between good mental health, healthy eating and physical activity. Mental health is a key element of a person's overall health. The relationship between physical and mental health (and the social, biological, environmental and psychological determinants of health) is complex and not completely understood.

- Physical illnesses and mental illnesses often occur together, e.g., depression and heart disease.
- The state of a person's mental health can influence the onset or course of a physical or mental illness. Similarly, the state of a person's physical health can influence their mental health (WHO, 2005).

Objectives

- Students will identify how choosing healthy snacks can boost their energy and support mental health.
- Students will understand the importance of how various healthy snack choices fit into *Canada's Food Guide*.

Materials

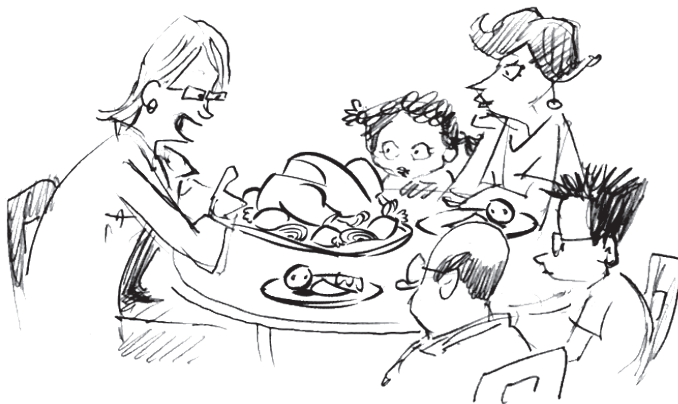
- *Healthy Eating and Active Living* for ages 13 – 18 booklets from *Healthy U* To order, email: healthy.u@gov.ab.ca and include what you are using the materials for, how many copies you need, and a complete mailing address.
- Additional resources: *Eating Well with Canada's Food Guide*. Order on-line at www.healthcanada.gc.ca/foodguide

- Teacher will bring in some snacks (pre-packaged and non-packaged) that will be used in the lesson, or the teacher could bring in labels or ask the students to bring them in. The Single Serving Packaged Food List resource provides valuable information. Go to <http://www.albertahealthservices.ca/SchoolsTeachers/if-sch-nfs-single-serving-pkg-food.pdf>

Get Ready

One way to promote mental health is to take care of your physical health.

Eating healthy foods, being physically active and getting a good night's sleep help us deal with the effects of stress. Stress seems to play a key role in many mental disorders (CAMH – Mental Health and Addiction 101 Series).



Review the *Alberta Nutrition Guidelines for Children and Youth an Overview* at www.albertahealthservices.ca/SchoolsTeachers/if-sch-nfs-angcy-overview.pdf

This lesson will focus on ways teens can ensure they are eating a nutritious and balanced diet and maintaining optimal energy levels.

Activity 1: Healthy Eating and Mental Health

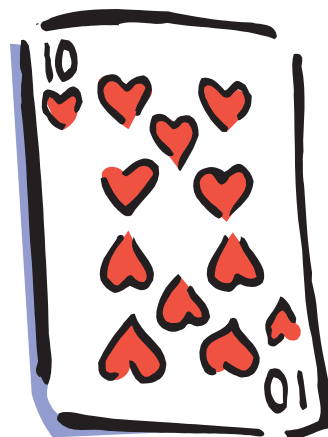
- Each student receives a piece of paper in which they will write down a snack food that they usually eat.
- Students will put their paper into a drop box. The teacher will have a student come up and draw a slip of paper out of the box.
- Review the *Alberta Nutrition Guidelines for Children and Youth an Overview* at www.albertahealthservices.ca/SchoolsTeachers/if-sch-nfs-angcy-overview.pdf
- The student will use their best judgement and put the paper onto chart paper into one of the columns “Choose Most Often” Choose Sometimes” and “Choose Least Often”.

The teacher will open up the program called the Healthy U Tracker on the Healthy U Website: <http://www.healthyalberta.com/HealthyEating/foodchecker.htm>

The teacher will demonstrate the tool with the students. They will use examples of the snack foods or labels that the teacher or students have brought to class. If computers are available to the students, they can try using the Healthy U Tracker in class or as a take-home activity.

Activity 2: Be a Card

- Organize the students into groups of 4.
- As a group, assign each suit of the card deck (remove face cards) an activity. E.g., Hearts = sit-ups, clubs = jumping jacks, diamonds = hamstring stretch, spades = push-ups.
- The group leader deals out a card, face down, to each student and the remainder of the cards are left in a pile.
- Each student turns over their card and will perform the activity that is matched with their suit, the same number of times that is indicated on the card.
- If someone finishes the activity first, they can help someone else finish their activity.
- If anyone receives an ace, then the whole group doesn't need to do their task, but they will run and touch the four corners of the room.



Discussion

Healthy Eating and Mental Health:

Healthy eating nourishes the body, including the brain, and supports mental health through (*Dietitians of Canada*, 2012):

- Improved overall health and vitality
- Increased ability to concentrate
- Reduced irritability and mood swings
- Lowered risk of tiredness and illness

There is some evidence that healthy eating may be a factor in lowered risk of depression and improved ability to deal with stress and anxiety (*Healthy U Alberta*, 2009).

Barriers that teens might have to healthy eating include:

- Not knowing/following *Canada's Food Guide*
- Filling up on sugary beverages and treat foods

Tips to overcome these barriers include:

- Learn *Canada's Food Guide*, serving sizes and numbers for your age/gender.
- Keep track for a few days to see where you might need improvement.
- Plan for your snacks, so you have the items available to you.
- Decrease sugary beverages like pop, iced tea/coffee, energy drinks, sport drinks, slushy drinks. Drink water and milk most of the time.

Physical Activity and Mental Health:

Physical activity can make you feel good physically and build confidence. Evidence suggests that physical activity may contribute to improved mood and increased self-esteem, self-confidence and sense of control. (UK Dept of Health, 2004) (Fox, 1999)

Some types of physical activity may provide an opportunity to connect with others and develop supportive relationships. Getting physically active may (CSEP, 2011):

- Make you feel better physically and feel better about yourself
- Improve your mood
- Improve self-esteem
- Reduce physical reactions to stress
- Help you sleep better
- Give you more energy

Physical Activity may be effective in preventing or reducing symptoms associated with anxiety and depression. How physical activity improves mood or relieves anxiety is not yet clear. Some theories propose that physical activity (UK Dept of Health, 2004) (Fox, 1999):

- Increases body temperature, thus relaxing muscle tension
- Releases feel-good chemicals that improve mood
- Offers a “time-out” from worries or depressing thoughts
- Increases self confidence, feeling of competence and a sense of mastery
- Provides a sense of belonging and mutual support when participating with others.

Barriers that teens might have to not getting enough exercise:

- Spending more than 2 hours a day on recreational screen time
- Riding in car/bus instead of walking more
- Inactive family

Tips to overcome these barriers include:

- Monitor your recreational screen time and plan for no more than 2 hours a day
- Get off the bus/out of the car a few blocks from home/school so you can get some walking time; go for a walk at lunch time
- Encourage your family to get active or find a friend to share activities with

Note: People being treated for a mental illness should not discontinue their treatment in favour of physical activity/healthy eating without speaking to their doctor.

Conclusion

Being mentally well includes looking after your physical health. Therefore, eating healthy snacks and getting physical activity are vital for a healthy lifestyle.

Take Home Activity

Have students pick a snack from home that includes a nutrient facts table and ingredients list. Using the Healthy U Tracker from <http://www.healthyalberta.com/HealthyEating/foodchecker.htm> Have students analyze one of their favorite snacks.

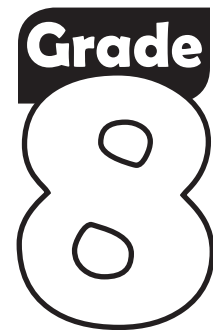
Assessment Strategy

- Students will be able to identify some snack foods that fall under the category of “Choose Most Often.”
- Students will be able to identify how physical activity promotes mental wellness.

References

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Healthy Eating/ Active Living, Sleep and Mental Health



Alberta Education Health & Life Skills Programs of Studies Outcomes

The student will...

- W – 8.1 Examine the relationship between choices and resulting consequences.
- W – 8.2 Analyze the impact of positive and changing choices on health throughout the lifespan, e.g., need for varying amounts of sleep, calcium.

Teacher Background

Mental health is a key element of a person's overall health. The relationship between physical and mental health (and the social, biological, environmental and psychological determinants of health) is complex and not completely understood.

- Physical illnesses and mental illnesses often occur together, e.g., depression and heart disease).
- The state of a person's mental health can influence the onset or course of a physical or mental illness. Similarly, the state of a person's physical health can influence their mental health (WHO, 2005).

In recent years there has been an increase in understanding about the relationship between good mental health, healthy eating and physical activity. More recently a discussion about getting enough sleep has entered this arena. The rapid physiological, emotional, and social changes of adolescence often have disturbing effects on sleep.

- Teenagers need more sleep than younger school age children but usually get less, and the shortfall causes many problems. Daytime fatigue and drowsiness may affect schoolwork by reducing concentration and short-term memory.
- Sleepy teenagers are more easily injured, especially in traffic accidents, and lack of sleep raises the risk of depression and the use of alcohol and illicit drugs. Students do not have to feel sleep deprived to experience the negative effects; they adapt. They may not report feeling sleepy even though their functioning has diminished (Johnson, 2003).

Objectives

- Students will identify how being physically active and getting adequate sleep promote mental health.
- Using the Sleep and Bedtime Activities Diary, students track their sleep for a week.
- Students will analyze the impact of inadequate or poor quality sleep e.g., how does this impact school functioning and day-to-day life, what steps could you take to improve sleep quality and quantity.

Materials

- *Healthy Eating and Active Living* for ages 13–18 booklets from Healthy U To order: email healthy.u@gov.ab.ca and include what you are using the materials for, how many copies you need, and a complete mailing address
- Handout: *Sleep and Bedtime Activities Diary*
- Handout: *Dear Abby*
- Sticky notes for each small group
- Additional resources: *Canada's Food Guide to Healthy Eating*
Order on-line at www.healthcanada.gc.ca/foodguide

Get Ready

This lesson will focus on ways teens can ensure maintaining optimal activity levels and getting adequate sleep.

Activity 1: Physical Activity and Mental Health

In small groups:

- Brainstorm the challenges that teens have to being physically active for a total of 60 minutes of moderate to vigorous intensity physical activity per day. Discuss.
- Write 1 challenge on each sticky note (up to 6 sticky notes). Place these on the wall around the room. Read each of the sticky notes and have students move to the sticky note that is their biggest challenge. Then have them move to their second biggest challenge.
- Discuss with the students how everyone has challenges and how they can be overcome.

Knot Again (optional activity)

- Gather all the students into one large circle or two smaller circles.
- Each person will hold out their hands into the center and grab two other hands of other students (not the same person for both hands).
- Now the group is in one large knot and they must become untangled without letting go.
- The end result should be a large circle facing inwards or outwards.
- You can do this activity with blindfolds.

This activity demonstrates how sometimes we can have challenges, but there are ways to get through them.

Activity 2: Sleep and Mental Health

- In small groups, brainstorm some of the problems teens experience if they are not fully rested.
- Provide students with “Dear Abby” handout. Have students read the “Dear Abby” letter and let them respond with advice to “Tired at School”. After they have completed their letter, let them exchange their letter with a partner. Have their partner list 3 suggestions of the advice that was given to “Tired at School” who wrote to Dear Abby.

Discussion

Physical Activity and Mental Health

Challenges to doing 60 minutes of physical activity a day:

- Family is not active
- Would rather play video games or talk to friends via computer
- Don’t like sports
- Don’t have money to join teams/gym
- Too busy with school and other events
- Too tired after school

Suggestions to overcome these challenges:

- Invite family members to accompany you on a walk in the neighborhood.
- Be aware of how much recreational screen time you get (should be limiting to no more than 2 hours/day), and plan some activity. You do not have to get the whole 60 minutes at once.
- Pick an activity you enjoy. The best activity is the one you will do. Check out teen friendly activities at your local community league. Do not be afraid to try new things like yoga or tai chi. Do you have a fitness centre in your school – if yes, get instruction on how to use the equipment.

- Take advantage of community activities and free or reduced rate swims at the local pool.
- For families that need some assistance, there are special leisure centre passes available in some communities, e.g., the Leisure Access Program in Edmonton.
- Take time during breaks at school to take a short walk around the school. Invite a friend to join you. Get off the bus before your stop so you have a longer walk home.
- Being active actually gives you energy, so if you are feeling tired, try a quick walk or run to revitalize yourself.
- Think of ways you can build activity into your day-to-day routine, and get moving today!

Sleep and Mental Health

Most teens need 9 to 11 hours of sleep every night.

Problems from not being fully rested include:

- Irritability
- Difficulty concentrating and learning
- Don't move information from short-term to long-term memory as well
- Falling asleep in class
- Mood swings and behavior problems
- More accident prone
- More prone to depression
- Trying to catch up on weekend further confuses your internal clock

Suggestions for getting a good night sleep:

- Stay away from stimulants like caffeine in the evening, including chocolate, colas, and other caffeinated beverages. These delay sleep and increase night waking.
- Do not go to bed hungry, have a light snack.
- Turn off any TVs, computers or cell phones, or just do not have electronics in the bedroom.
- Disengage from any stimulating activities like exercise, computer games or talking on phone for at least 30 minutes prior to bedtime. Reading is much more relaxing and may help you fall asleep.
- Taking a warm bath or shower helps prepare the body for sleep.

- If you are not feeling rested and functioning at your best most days, talk to your parents. You may need to speak to a doctor if you are having problems sleeping in spite of trying the above tips.
- Try a cup of hot milk.

Conclusion

Being mentally well includes looking after your physical health as well. Therefore it is important to be physically active and get enough sleep.

Take Home Activity

Using the handout Sleep and Bedtime Activities Diary, students will record how many hours of sleep they get every night for one week. Follow up with classroom discussion about the importance of getting adequate sleep.

Assessment Strategy

Students will talk about how many hours of sleep are optimal for promoting mental wellness and ideas for overcoming challenges related to sleep.

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Sleep and Bedtime Activities Diary

Week (date):

Day: Write in below, starting on the day in the week that you begin with: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

Day	Time went to sleep	What was I doing before I went to bed? Examples: <ul style="list-style-type: none"> • playing a sport • playing a video game • reading a book • watching TV • Others: write down other activities that apply to you 	Did this affect what time you went to sleep?	
			Yes	No
1			<input type="checkbox"/>	<input type="checkbox"/>
2			<input type="checkbox"/>	<input type="checkbox"/>
3			<input type="checkbox"/>	<input type="checkbox"/>
4			<input type="checkbox"/>	<input type="checkbox"/>
5			<input type="checkbox"/>	<input type="checkbox"/>
6			<input type="checkbox"/>	<input type="checkbox"/>
7			<input type="checkbox"/>	<input type="checkbox"/>

Healthy Eating/ Active Living, Sleep and Mental Health



Alberta Education Health & Life Skills Programs of Studies Outcomes

The student will...

- W – 9.1 use knowledge of a healthy, active lifestyle to promote and encourage family/peer/community involvement.
- W – 9.5 develop strategies that promote healthy nutritional choices for self and others, e.g., adopt goals that reflect healthy eating, encourage the placement of nutritious food in vending machines.

Teacher Background

Mental health is a key element of a person's overall health. The relationship between physical and mental health (and the social, biological, environmental and psychological determinants of health) is complex and not completely understood.

- Physical illnesses and mental illnesses often occur together, e.g., depression and heart disease.
- The state of a person's mental health can influence the onset or course of a physical or mental illness. Similarly, the state of a person's physical health can influence their mental health (WHO, 2005).

Objectives

- Students will identify how eating breakfast and being physically active promote mental health.
- Students will develop a plan using SMART goals to create a plan for themselves to eat healthy breakfasts.
- Students will plan an active living challenge for the whole school.

Materials

- SMART Goals worksheets print from www.healthyalberta.com (click on About Healthy U, then click on Healthy U Materials, scroll down to For Teens, Healthy Eating and Active Living SMART Goals, print 2 per student).
- *Healthy Eating and Active Living* for ages 13-18 booklets from Healthy U – To order: email healthy.u@gov.ab.ca (include what you are using the materials for, how many copies you need, and a complete mailing address).
- Additional resources: *Eating Well with Canada's Food Guide* – order on-line at: www.healthcanada.gc.ca/foodguide.
- Wake Up to Breakfast Every Day: <http://www.albertahealthservices.ca/SchoolsTeachers/if-sch-nfs-wake-up-to-breakfast.pdf>

Get Ready

One way to promote mental health is to take care of your physical health. Eating healthy foods and being physically active helps us deal with the effects of stress, which seems to play a key role in many mental disorders (CAMH – Mental Health and Addiction 101 Series).

This lesson will focus on ways teens can ensure they're eating a nutritious and balanced diet while maintaining optimal activity levels.

Activity 1: Healthy Eating and Mental Health

- Each student makes a list of items that they typically eat for breakfast.
- The teacher asks students for their responses and records them on chart paper. The teacher discusses their choices and which category they fit into the *Canada Food Guide*.
- Working with a partner, students will create a “wordle” using www.wordle.net that incorporates the theme of breakfast and various healthy choices that can be made.

Activity 2: Physical Activity and Mental Health

- Have either a large group discussion or divide the class into smaller groups. Each group needs one recorder and one reporter; all groups report back to class.
- There are many kinds of physical activity that teens can do to achieve their recommended 60 minutes per day. Name some that you have done in the last 3 days – record on board.
- Working in groups, have students design an active living challenge for the entire school. Share plans with entire class as time allows. If time is available, have students implement the active living plan into the whole school.

Discussion

Healthy Eating and Mental Health

Getting all the nutrients you need from food everyday is easier to accomplish if you eat a healthy breakfast. In Junior High, students tend to sleep in and feel that they do not have time for breakfast. Discuss some of the options that you can have for a “breakfast on the go”.

Healthy eating nourishes the body, including the brain, and supports mental health through:

- Improved overall health and vitality
- Increased ability to concentrate
- Reduced irritability and mood swings
- Lowered risk of tiredness and illness

There is some evidence that healthy eating may be a factor in lowered risk of depression and improved ability to deal with stress and anxiety.

Physical Activity and Mental Health

During junior high years, activity levels may be dropping off for some students, and busy lives interfere with getting enough sleep. All these factors impact our mental well-being.

Three types of activity:

- Endurance activities (E) – increase your heart rate and work your lungs. They benefit your cardiovascular system.
- Strength activities (S) – strengthen and build muscles and bones using resistance.
- Flexibility activities (F) – help to keep joints and muscles supple.

Teens should engage in a variety of activities in their day. Examples include:

- Swimming (E, S)
- Biking (E)
- Running (E)
- Racket sports (E)
- Hockey (E)
- Soccer (E)
- Dance (E, F)
- Skiing (E)
- Rock climbing (S)
- Gymnastics (S,F)
- Yoga (F)

Conclusion

Being mentally well includes looking after your physical health. Therefore it is important to be physically active and start off your day with a healthy breakfast.

Take Home Activity

Have students use SMART goals worksheet from Healthy U to individually identify healthy breakfast plans at home for family members (eating breakfast, being active).

Assessment Strategy

The class will look for various health food choices from the Canada Food Guide within each wordle.

References

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Activity

**Poster: Choose
Level: Junior High
Grades 7–9**

Taken from the Mental Health Kit: Be Kind to Yourself and Others, developed in partnership with Community Health Services and Regional Mental Health Program of Alberta Health Services; Canadian Mental Health Association - Edmonton Region; Edmonton Public School Board; and Edmonton Catholic School District.

Find the Complete Mental Health Toolkit at:

<http://www.albertahealthservices.ca/ps-7344-mhk-elem-manual-low.pdf>

Substance Use



Alberta Education Health & Life Skills Programs of Studies Outcomes

The students will...

- W – 7.6 Analyze social factors that may influence avoidance and/or use of particular substances.
- L – 7.7 Determine and use knowledge and skills of the class to promote school and community health.

Teacher Background

Through a PowerPoint Trivia game, students will learn about alcohol, marijuana, tobacco, gambling and factors that influence choice.

This lesson is adapted with permission from an AADAC Grade 7 lesson plan called “Substance Use and Gambling Information”.

Objectives

- Provide students with accurate information about substance use and gambling.
- Identify consequences to using drugs, alcohol and gambling.
- Assess drug and gambling information.
- Understand the danger of mixing drugs.
- Be aware of accurate facts and rates of use related to youth.
- Understand tolerance, dependence and withdrawal as possible consequences of use.
- Borrow the “Big Cigarette” from your school nurse.

Materials

- Trivia PowerPoint Game
- Answers to the trivia activity

Get Ready

- Lead the class in a discussion to determine what we mean by ‘substance use’, i.e., drugs and alcohol, and ‘gambling’. Record their responses on the board under each heading.
- Follow up with the Activity: Trivia PowerPoint Game

Activity: Trivia PowerPoint Game

Instructions: Divide the students into teams and explain that you will be playing a trivia game, where they will answer true and false questions. One team will be allowed to choose a category and question, they will then have 15 seconds to determine their answer. An answer sheet is included. The numbers to the left of the question on the answer sheet indicate how many points the students receive if they get the correct answer. Often it is helpful to discuss the answers with students, providing more information about the topic.

Discussion

Drug – A drug is any substance taken into the body which changes the way the body or mind works. Three basic categories of drugs are:

- Legally available drugs (e.g., alcohol, tobacco, caffeine, solvents).
- Medicines (e.g., antibiotics, sleeping pills, pain relievers, steroids).
- Illegal or street drugs (e.g., marijuana, cocaine, ecstasy).

Gambling – Gambling is risking something of value (could be money, technologies or clothes, etc.) on an activity with an uncertain outcome and the result cannot be changed.

Discuss with students whether people who start using substances or gambling think it will lead to an ongoing problem. Note that nobody starts using substances or gambling believes it is going to become a problem. Explain that it is important to talk about these things to gain a better understanding of their effect on people's lives.

Conclusion

By learning about making healthy decisions and receiving accurate, relevant information about the harm associated with substance use and gambling, your students will be better equipped to make healthy choices.

Take Home Activity & Follow-up Classroom Discussion

Have students take the trivia game questions and answers home and discuss them with their parents.

Discuss with students what they learned from the game, including the information they found surprising, unsettling or meaningful

Assessment Strategy

Have students write a paragraph about the negative effects of either substance use, alcohol use or gambling. Students should be able to recall the information learned in the trivia game for this exercise.

Trivia Questions and Answers

To accompany PowerPoint for Grade 7 Mental Health Kit Lesson Plan.

Alcohol

	Q	Alcohol is a drug.
100	A	TRUE. A drug is any substance, other than food, that is taken to change the way the body or the mind functions. Drugs can occur naturally or can be produced in a lab.
	Q	Alcohol is a depressant.
200	A	TRUE. Alcohol depresses the brain centers that control behavior.
	Q	When a person stops drinking suddenly after drinking heavily, they can get sick.
300	A	TRUE. Physical dependence occurs when the body gets used to having alcohol in the system. Withdrawal symptoms (sickness) may happen if drinking is suddenly stopped.
	Q	If you drink only beer, you won't develop a drinking problem.
400	A	FALSE. The form of alcohol makes no difference. The effect of the pure alcohol contained in all alcoholic beverages is the same.
	Q	Only people who drink every day can become alcoholics.
500	A	FALSE. Anyone who drinks can become alcoholic.

Marijuana

	Q	Smoking marijuana interferes with your sense of time and distance.
100	A	TRUE. Judging distance and passage of time is difficult under the influence of marijuana. People under the influence frequently misjudge the speed at which they are driving, and the amount of time required for braking.
	Q	Marijuana is grown naturally therefore it is less harmful than cigarettes.
200	A	FALSE. An average cigarette has over 4000 chemicals in it; most of those same chemicals are present in marijuana. Marijuana is not regulated at all and therefore we can never be sure of what we are getting. Cigarettes are tested and have warning labels, therefore we know the dangers of smoking.

	Q	Most grade seven students have tried Marijuana in Alberta.
300	A	FALSE. 96.5% of Alberta Grade 7 students reported never trying Marijuana. (Source: The Alberta Youth Experience Survey 2008).
	Q	Short-term memory loss, laziness and feeling tired all the time are side effects of using marijuana.
400	A	TRUE. Mood swings, poor concentration and lung damage are also side effects as well.
	Q	Marijuana is not addictive.
500	A	FALSE. It can be. Psychologically addictive and a mild physical addiction.

Tobacco

	Q	Smoking causes 80% – 90% of all lung cancers.
100	A	TRUE. Researchers estimate that 80% to 90% of all lung cancer is smoking-related (Source: Tobacco Basics Handbook).
	Q	Tobacco smoke contains tar.
200	A	TRUE. Tar consists of solid particles from cigarette smoke. It interferes with the normal exchange of oxygen and carbon dioxide in the lungs, and contributes to shortness of breath (Source: AADAC Quick Facts).
	Q	Smoking light cigarettes decreases your risk of heart disease compared with smoking regular cigarettes.
300	A	FALSE. Some evidence indicates that light cigarettes contain more tar, nicotine, and carbon monoxide than manufacturers claim. Smoking light cigarettes is unlikely to reduce the risk of heart disease. (Source: Tobacco Basic Handbook).
	Q	There are more smokers than non-smokers.
400	A	FALSE. Almost 80% of individuals over the age of 15 do not smoke. (Source: Tobacco Basics Handbook).
	Q	Tobacco smoke contains 4000 different chemicals.
500	A	TRUE. Fifty of these chemicals are cancer-causing agents called carcinogens.

Gambling

	Q	Playing pool with friends for money isn't really gambling.
100	A	FALSE. This is gambling. Gambling is defined as “the act of risking money, property or something of value on an activity with an uncertain outcome.”
	Q	Some features in gambling devices can help contribute to a person's problem.
200	A	TRUE. For example, the most powerful and long-lasting learning pattern occurs when a behaviour is reinforced intermittently and unpredictably. Patterns of intermittent winning may lead to irrational beliefs about gambling and winning. Slot machines and VLTs pay out on an intermittent reinforcement schedule.
	Q	Government revenue from gambling in Alberta is over \$1 billion annually.
300	A	TRUE. In 2004/2005 Alberta government revenue from VLTs, ticket lotteries, casino slot machines and electronic bingo was over \$1.2 billion. (Source: Deal Us In Phase 1 Aug 05).
	Q	Computers keep track of every game played on licensed VLTs.
400	A	TRUE. If there is a complaint by a customer, the computer centre can print out each selection made by the player for the entire game.
	Q	When a flipped coin comes up heads four times in a row, the next flip will more likely come up tails than heads.
500	A	FALSE. There is no relationship between previous outcomes and the next flip of the coin. The coin is just as likely to come up heads as it is to come up tails (50-50 chance). Gamblers often feel they have some control over the outcome, even when they don't.

Risk and Protective Factors

	Q	Protective factors decrease kids' chances of becoming harmfully involved with substance use or gambling.
100	A	TRUE. Examples of protective factors are developing good social skills, participating in productive activities, feeling connected to school, and having friends who positively influence decision-making.
	Q	Risk factors increase kids' chances of harmful involvement with substances or gambling.
200	A	TRUE. Other examples of risk factors are early involvement with alcohol, tobacco, other drugs or gambling, a history of substance abuse in the family, family conflict and poor school connection.

	Q	Schools can make a valuable difference in preventing substance use and gambling problems.
300	A	TRUE. Research shows that participation in extracurricular activities, positive relationships between youth and adults in the school setting, and high social and academic expectations are critical factors in preventing substance use and gambling problems.
	Q	Young people may turn to substance use or gambling when they cannot express their feelings in a healthy way.
400	A	TRUE. As people grow older, bottled up feelings will continue to cause pain. Some people try to relieve the pain through substance use or gambling.
	Q	It is helpful for an adult to tell a youth how to replace feelings of sadness with feelings of happiness.
500	A	FALSE. A young person needs to know that it is okay to talk honestly about feelings or to feel sad, confused and vulnerable at times. Adults can show they care by listening and understanding.

FINAL JEOPARDY CATEGORY:

Drug Use and Mental Illness

	Q	What percentage of people who use drugs also have a mental illness?
000	A	53%

Adapted with permission from: “Substance Use and Gambling Information” Grade 7 Lesson Plan, AADAC.

Substance Use



Alberta Education Health & Life Skills Programs of Studies Outcomes

The students will...

- W – 8.1 examine the relationship between choices and resulting consequences, e.g., how choosing to smoke affects how one looks, feels and performs.

Teacher Background

Students will participate in a juggling activity that illustrates how risky behavior and associated consequences affect our lives. Using a worksheet, students will then apply what they have learned from this activity to explore scenarios associated with substance use and gambling.

This lesson is adapted with permission from an AHS (old AADAC) Grade 8 lesson plan called “Weighing Risks to Make Decisions”.

Objectives

- Show students that choosing to use substances or gamble has consequences that affect important things in their lives.
- Encourage students to make good choices about the daily risks they encounter.

Materials

- Felt markers
- Balloons
- Worksheet: *Weighing the Risks*

Get Ready

- Choosing to use substances or to gamble has risks and consequences.
- Ask students what the risks are of using substances or gambling.
- Then ask them what the consequences might be of using drugs or gambling.

Activity 1: Balloon Juggle

- Students will work with a partner and be given four colored balloons and a felt marker.
- Students will brainstorm four things that are important to them. These may fall into the following categories: family, friends, leisure, school/work, health (physical, mental, emotional, spiritual), money, legal.
- Students will blow up the balloons, and use the marker to label each balloon with the four important things they have identified.

- Each student will juggle all four balloons on their own. Ask students how they were finding it to try to keep all the balloons in the air. Comment that it seems difficult to juggle four things at once.
- Once both partners have had a turn, give each student an additional challenge to make the juggling more difficult, i.e., only using one hand, adding more balloons, or not being allowed to move their feet. These challenges represent risks associated with substance use or gambling.

Discussion/Questions:

- How did it feel when the additional challenge was introduced and what did you notice?
- Did you notice which balloons dropped?
- When a balloon dropped, how did that make you feel?
- Was there a strategy to keep your most important balloons in the air?
- The challenges (extra balloons, limited use of limbs) represent the risks of substance use and gambling. If you choose to experiment with substance use or gambling, are you making it more difficult to maintain the things you value?

Activity 2: Weighing the Risks

- Introduce the worksheet *Weighing the Risks* to the class. Have students read each scenario out loud.
- Students will work on the worksheet in the remaining class time, and complete as homework.

Conclusion

To make good decisions, we need to understand both the positive and negative consequences of our choices, and how they affect the things that are important to us. Thinking critically and weighing the risks is an important part of good decision making.

Take Home Activity & Follow-up Classroom Discussion

Have the students complete the worksheet: *Weighing the Risks* at home and bring back to class for discussion.

As a class, discuss each of the scenarios on the worksheet *Weighing the Risks*.

Assessment Strategy

- Students will be able to report what the risks are for substance use and gambling.
- Students will be able to describe the consequences of using substances or gambling.

Weighing the Risks

Worksheet

For each example situation below, think about the decision making process that you would go through in deciding your course of action. Write your answers in the spaces provided.

Situation	What are the risks?	What could happen (the consequences)?	What would you do?
Your friend is being bullied in school. One day, you decide to stand up for your friend and talk to the bullies.			
On the way to a school dance with friends, somebody pulls out a cigarette and passes it around. Eventually the cigarette ends up in your hand.			
During lunch, a friend challenges you to a quick game of dice where the wager is \$10/game. You have exactly \$10 for lunch, but you're feeling lucky and you might win.			
Your friend's parents are out for the evening, and you are at a party there. Your friend breaks open their liquor cabinet, and tries to pour alcohol in everyone's drink.			
You owe your parents \$20, but you have no money. All your friends tell you that playing poker on-line is a fun and easy way to make money.			

Adapted from "Worksheet: Weighing the Risks", AHS Grade 8 Lesson Plan "Weighing the Risks to Make Decisions"

Substance Use

Alberta Education Health & Life Skills Programs of Studies Outcomes

The students will...

- W -9.6 Analyze addictions, e.g., stages, kinds, and resources available to treat addictions.



Teacher Background

A drug is any non-food substance that changes the way the mind or body works. Drugs are neither good nor bad, they are simply a substance, and it is the way they are used that has good or bad results. For example, medicines can be used to heal, but they can also make someone sick if not used properly.

Mood altering drugs (also called psychoactive drugs) can affect the way a person thinks, feels or acts. These drugs usually have physical effects as well, but it is their ability to work on the mind which sets them apart from other drugs. Because they can affect moods, they can be very attractive to some people, and at the same time cause problems.

Youth have always experimented and pushed the boundaries of what they should and should not do – it is part of growing up. When tobacco, alcohol or other drugs or gambling are involved, experimentation can become a dangerous progression that may lead to dependency and/or an addiction.

The progression of an addiction reflects a continuum, ranging from no use to dependency. People may move back and forth within this continuum, but generally they advance from no use, to use, to misuse, to abuse, and finally to dependency. Once a person is dependent they may have to abstain from all substances and/or gambling, to regain their health.

Objectives

- To learn about different kinds of drugs.
- To learn about the process of addictions.
- To learn about what kinds of local help is available for youth to stop using drugs, alcohol or gambling.

Materials

- Inflated balloons (one for each student)
- Black felt markers
- Handout: *What is a drug?*
- Handout: *The Process of Addictions*
- Worksheet: *List of Resources*

This lesson is adapted with permission from an AADAC Grade 9 Teacher Information Series.



Get Ready

- Introduce today's lesson, i.e., "In today's lesson we will learn about substance use and their effects. We will also develop a list of resources for help if someone is involved in substance abuse."
- Ask students to think about where they have seen drug and alcohol use and gambling around them, e.g., on the street, at the mall, in the school yard, at home, etc. Since this may be a very sensitive area, it is recommended that students do this reflection on their own, and not share it with others.
- As an adult working with youth, it is your responsibility to assist a student that may be demonstrating problems in this topic area.

Activity 1: Balloon Frantic

- Give each student a balloon and a felt marker. They will write a word on the balloon that represents something that has a lot of meaning to them, e.g., their family, friends, sport, money, etc. The students are invited to share their word with the group.
- The students will keep their balloons aloft, never allowing them to touch the ground. They may do this by hitting the balloons with their arms, head, hands, etc. After they have done this for a while, ask them to hold the balloons and discuss how hard it was to keep something so important to them up in the air.
- Ask students the question "What happens when a person uses a drug?" Some of the answers might be: "drugs get you high", "people use them for medicines", etc.
- Now, have the students keep the balloons aloft without using their hands. This is what it is like to use drugs and not have all of your abilities or senses available to you.

Activity 2: What Is A Drug?

On the board write the terms "Uppers", "Downers" and "All-arounders". As a class, have students list the names of the drugs they know according to their classification. Discuss the handout "What is a Drug?".

Optional Assignment: As a group or individual assignment, have students research the short and long-term effects of the various groups of drugs. Upon completion, they can present the information to the class.

Activity 3: Level of Use

- There are many forms of addiction, but the ones we are discussing today are drugs, alcohol and gambling. The progression of an addiction reflects a continuum, ranging from no use to dependency. People generally advance from no use, to use, to misuse, to abuse, and finally to dependency.
- Discuss the *Process of Addictions* handout.
- Inform students that there are places for help for someone who has a drug, alcohol or gambling problem. Allow students class time to go on the internet to complete the *List of Resource* worksheet. If students have not completed the list during class, have them complete it as a take home activity.

Refer to: www.albertahealthservices.ca/addiction.asp or www.211edmonton.com

Conclusion

Experimenting with drugs, alcohol and gambling are a natural part of adolescence, but youth need to appreciate the risk involved in this experimentation. This lesson provided students with a general overview of what drugs are and how they influence us, as well as the stages of use and development of dependency. An important part of this lesson is that students will have a list of contacts where people with drug, alcohol or gambling problems can go for help.

Take Home Activity & Follow-up Classroom Discussion

Have students complete the worksheet List of Resources. In addition to the internet, the local library and local community mental health clinic are good places to call or visit to find this information. Have students bring their homework back to class, so results can be compiled and made available for everyone.

Have students share their findings from the List of Resources assignment with the entire class and write their information on the board. Summarize all information on one page and distribute it to the entire class.

Assessment Strategy

- Students will be able to classify common drugs into the three main classifications, and know the basic effects of drugs listed.
- Students will understand the negative consequences of using drugs.
- Students will understand the usual progression of an addiction from no use to dependency.
- Students will know where to get help for a problem with drugs, alcohol or gambling.

Reference

Alberta Health Services. (2010). Teacher Information Series. Retrieved from: <http://www.albertahealthservices.ca/addiction.asp>

List of Resources

Worksheet

Identify the places and people in your community that provide help for someone with a drug, alcohol, or gambling problem.

Are these services for adults, or youth, or both?

Self-help Groups (AA, NA, Alanon, etc.) _____

Counselors _____

Detox Centres _____

Hospitals _____

Doctors _____

Teachers _____

Family _____

Friends _____

Others _____

The process of addictions

Grade 9

SUGGESTED TIME: 40 MINUTES

OBJECTIVES

- Students will become aware of the process of addictions.
- Students will become aware that developing an addiction is a process that happens over time.
- Students will identify resources in the community.

ALBERTA LEARNING OUTCOME LINKS

Grade 9 *Health and Life Skills*,
Wellness Choices

- Personal Health: W-9.6
Analyze addictions

SUGGESTED RESOURCES

- Handout **Levels of use** located on page 2 of this resource.
- Handout **List of resources** located on page 3 of this resource.

The progression of an addiction reflects a continuum, ranging from no use to dependency. People may move back and forth within this continuum, but generally they advance from no use, to use, misuse, abuse, and finally to dependency. Once a person is dependent, they may have to stay abstinent from all substances, or gambling, to get their health back.

No use

In this stage there is no use of alcohol, other drugs, or gambling. People have their own reasons not to be involved, including religious beliefs, their age, etc.

Use

People begin to experiment with alcohol, other drugs, or gambling to see what it is like, or to fit in with friends and peers.

They may use a substance or gamble to enhance an already pleasurable experience. Some people argue that social use is not merely using in social situations. Rather, it is using in a responsible way. There are few if any negative consequences to social use. Social use does not include youth under age 18 who drink alcohol, or anyone who uses illegal drugs. Using under those circumstances can result in negative legal or parental consequences.

Misuse

A person begins to experience problems associated with their use of alcohol, other drugs, or gambling. They may get hangovers, get in trouble at home or school because they were drunk or high, spend more money than they intended to on gambling, or do something they regret while under the influence of alcohol or another drug. All these problems, although they may seem small at the time, can escalate into a much larger problem.

Abuse

Problems become much more regular. The person uses or gambles more frequently and it begins to interfere with major areas of their life such as family, parents, school, legal issues, money, friends, and leisure. The person may become obsessive about when and where they are going to get drugs or money to gamble.

Dependency

The person at this stage has lost the ability to choose to use or not to use. Using substances or gambling has become a way of life. They continue despite the negative consequences and those consequences are occurring more and more frequently. The person may experience physical or psychological withdrawal, cravings, and decreased physical, mental, and emotional health.

Note: When using the student self-assessment handout on the next page, it is a good idea to let the students do this in confidence. The tool is a means of increasing awareness of a potential problem.

If you are concerned about a student's use of drugs, alcohol, or gambling, refer them to a counsellor who can help them look at their use.

For more information and to find an addiction services office near you, please call the 24-hour Helpline at 1-866-332-2322.

Check the behaviours you see in yourself then circle the stage of use you think you are at.

Stage of Use Behaviours

No Use	<input type="checkbox"/> Never use alcohol, other drugs, or gambling
Use	<input type="checkbox"/> Curiosity <input type="checkbox"/> Risk-taking <input type="checkbox"/> Peer pressure <input type="checkbox"/> Defy parents
Occasional	<input type="checkbox"/> Parties
Use	<input type="checkbox"/> Thrill-seeking <input type="checkbox"/> Acceptance by peers
Misuse	<input type="checkbox"/> Use drugs or gamble to feel good <input type="checkbox"/> Use drugs or gamble to stop bad feelings <input type="checkbox"/> Binging <input type="checkbox"/> Experimenting with different drugs and forms of gambling <input type="checkbox"/> Grades affected <input type="checkbox"/> Activities change <input type="checkbox"/> Use drugs or gamble to relieve boredom or stress <input type="checkbox"/> Escape bad feelings <input type="checkbox"/> More fights with parents

Stage of Use Behaviours

Abuse	<input type="checkbox"/> Use or gamble more often <input type="checkbox"/> Attempts to control use or gambling <input type="checkbox"/> Use drugs or gamble to cope with life <input type="checkbox"/> Most friends use drugs or gamble <input type="checkbox"/> Crave drugs or gambling <input type="checkbox"/> Think a lot about getting high or gambling <input type="checkbox"/> Get irritable when drugs not available or when there is no money to gamble <input type="checkbox"/> Feelings of anxiety or depression <input type="checkbox"/> Physical tolerance develops
Dependency	<input type="checkbox"/> Getting high or gambling is the only thing in life <input type="checkbox"/> Occasional efforts to control use or gambling <input type="checkbox"/> Feel shameful and hopeless <input type="checkbox"/> Self-centered <input type="checkbox"/> Demanding of others <input type="checkbox"/> Defensive <input type="checkbox"/> Blaming <input type="checkbox"/> Controlling others

List of resources

The Process of Addictions

If you are concerned about your own or somebody else's (a friend or family member's) use of alcohol, other drugs or gambling, it is important to know where to go for help. On your own, or in small groups, identify the places and people in your community that could help you.

Local Addictions Counselling Office

Self-Help Groups (AA, NA, Alanon, etc.) _____

Counsellors _____

Crisis Centres _____

Detox Centres or Hospitals _____

Doctors _____

Teachers _____

Family _____

Friends _____

Others _____

What is a drug?

Grade 9

SUGGESTED TIME: 30 MINUTES

OBJECTIVES

- Students will become familiar with the types of drugs and their effects.

ALBERTA LEARNING OUTCOME LINKS

Grade 9 *Health and Life Skills*, Wellness Choices

- Personal Health: W-9.6
Analyze addictions

Grade 9 *English Language Arts*

- General Outcome #3 (Specific outcomes: 3.1, 3.2, 3.3 and 3.4):

Students will listen, speak, read, write, view and represent to manage ideas and information.

SUGGESTED RESOURCES

- Handout **Drug classifications** located on page 4 of this resource.
- Canadian Centre on Substance Abuse at www.ccsa.ca

The word drug is often used to refer to illegal street drugs. There are, however, many different kinds of drugs. For example, alcohol, caffeine and nicotine are so often used, they are seldom thought of as drugs. For this reason they are sometimes referred to as “invisible drugs.” Whether the drug is prescription, over-the-counter, legal or illegal, it can be classified according to its effect.

Mood-altering drugs

Uppers

Uppers are stimulants. Stimulants speed up the body processes and the central nervous system (CNS). Stimulants are drugs that are used for a quick, temporary, increase of energy. They increase alertness and endurance, decrease appetite, and produce feelings of well-being and euphoria. Abuse of stimulants can produce severe psychological and physical dependence. Nicotine and caffeine are the two most commonly used stimulants.

Examples: caffeine, nicotine, Ritalin®, cocaine, crack, speed, Dexedrine®, Tenuate®, Ionamin®, ecstasy

- **Ecstasy** is a drug sometimes associated with the rave culture. It acts as both an upper or stimulant and a hallucinogen (tending to produce hallucinations). It is most often classified as a hallucinogenic amphetamine. Common desired effects of ecstasy are:

- an enhanced sense of touch,
- feeling of increased self worth to the point of euphoria,
- feelings of empathy with others, increased alertness and increased physical energy.

Some physical effects include:

- rapid heart rate,
- elevated blood pressure,
- excessive pupil dilation,
- tremors, palpitations and sweating,
- increased salivation and
- grinding of teeth and clenching of jaw muscles.

After-effects can include drowsiness, muscle aches and generalized fatigue, depression lasting one to two days, difficulty concentrating, paranoid feelings of persecution, and short-lived anxiety and irritability.

Downers

Downers slow down the body processes and depress the CNS.

- **Narcotics** (also referred to as narcotic analgesics) are highly addictive painkilling drugs that may also produce a euphoric sense of well-being.

Examples: opium, codeine, morphine, heroin, methadone, Demerol®, Dilaudid®, Novahistex-DH®, Talwin®, Percodan®

Non-narcotic pain relievers differ from narcotics because they do not depress the CNS or have mind-altering effects. Examples of non-narcotic pain relievers are Tylenol® or Aspirin®. They are not classified as “downers.”

- **Tranquillizers** and sleeping pills are also drugs that slow down the CNS. In the past, many sleeping pills belonged to a chemical group called the barbiturates.
 - Barbiturates (e.g. Seconal®, Tuinal®) have been largely replaced by benzodiazepenes. Most tranquillizers and sleeping pills prescribed today belong to the benzodiazepene chemical group.
 - In usual doses tranquillizers (e.g. Valium®, Ativan®, Restoril®) produce a sense of calm well-being and are used to treat anxiety. In larger doses, they will also induce sleep and even unconsciousness. Sleeping pills cause greater depression of the CNS in order to induce and maintain sleep.

For more information and to find an addiction services office near you, please call the 24-hour Helpline at 1-866-332-2322.

- **Alcohol** first depresses centres in the brain that inhibit actions and restrain behaviour, which is the reason some people initially appear livelier after consuming alcohol. Excessive consumption can result in further depression of the CNS so that a person may fail to retain memory of the event (a blackout) or lose consciousness (pass out). Death can occur from an overdose of alcohol.

- **Inhalants** are also downers. They are substances that people sniff for their mood-altering effects. Short-term use results in a user looking and feeling as if they were drunk. Long-term use may result in permanent health problems such as memory loss, brain damage, personality changes, muscular weakness, fatigue, and nerve damage starting in the hands and feet.

Examples: cooking spray, gasoline, kerosene, lighter fluid, antifreeze, paints, model airplane glue, cleaning fluids and nail polish remover

All-arounders

All-arounders have various effects on the body. They can act like both uppers and downers. Hallucinogens and cannabis fall into this category.

- Hallucinogens are drugs used to produce distortion of reality and hallucinations. These drugs are also called illusionogenic or psychedelic. They dramatically affect perception, emotions, and mental processes. They distort the senses and can cause hallucinations. There are currently no accepted medical uses for hallucinogenic drugs.

Examples: LSD (acid, blotter), PCP (angel dust), mescaline or peyote, psilocybin (magic mushrooms)

- Cannabis, commonly referred to as marijuana, is derived from the hemp plant, *Cannabis sativa*. THC is the active ingredient in the cannabis plant. Cannabis is the most widely used of all illegal drugs. It has depressant effects, but, like stimulants, cannabis increases the heart rate.

Examples: marijuana (pot, grass, weed, joint), hashish (hash), hash oil, THC (tetrahydrocannabinol)

- Ecstasy is sometimes classed as an all-arounder because of its hallucinogenic properties.

Drug effects and the individual

The effect of a drug varies from person to person depending on the following:

- Specific drug. Example: Different types of marijuana will have different potencies.
- Amount taken or dose.
- How the drug is taken. Example: Injecting cocaine produces effects more quickly and intensely than smoking it.
- The body. Example: In general a larger person has to drink more alcohol to become drunk than a smaller person does. Also, food a person has eaten will slow down the absorption of alcohol into the blood stream.
- Previous exposure of the body to this and other drugs. Regular users of a drug may require more to produce the desired effect.
- Gender. Example: Women have less of an enzyme called ADH. ADH breaks down alcohol in the body. Usually, women have a higher blood alcohol concentration (BAC) than men after consuming an identical amount of alcohol.
- The setting or location. Example: The physical environment in which the drug is taken can affect the user's experience.
- The user's mental state. Example: A user who is very anxious about a drug experience may be more likely to have a panic reaction than someone who is not.
- Other drugs being used.

Activity

Have the group generate ideas on what their definition of a drug is. Ask questions such as: "What is a drug?", "What does a drug do?" or "What happens when a person uses a drug?" Some of the answers may be: drugs are bad, drugs get you high, people use them for medicine, etc.

One definition of the term “drug” is:

A drug is any non-food substance that changes the way the mind or body works.

Drugs are neither good nor bad; they are simply a substance and it’s the way they are used that has good or bad results. For example, medicines can be used to heal, but they can also make someone sick if not used properly.

Drug classifications

Mood-altering drugs (MADs), also called psychoactive drugs, can affect the way a person thinks, feels, or acts. These drugs usually have physical effects as well, but it is their ability to work on the mind that sets them apart from other drugs. Because they can affect moods, they can be very attractive to some people and at the same time cause problems.

On the board, write the headings for the different mood altering drug classifications. To simplify things, use the terms “Uppers,” “Downers,” and “All-arounders.” Have students list the names of the drugs they know, whether it’s street names or proper names. List them on the board according to their classification. See the back of this page for information on how to classify the drugs.

Give students the handout showing the classifications. As a group or individual assignment, students can research the short and long-term effects of the various groups of drugs. Upon completion, they can present the information to the class.

DEBRIEF

What are drugs used for?

Do drugs affect everyone in the same way?

Why or why not?

Can drugs that are used medically be harmful?

How do the different classes of drugs affect the body?

Drug classifications

Uppers (stimulants)

Nicotine

Caffeine

Cocaine also called C, Coke, Snow, Nose, Candy, Blow

Ecstasy also called Adam, rave euphoria, X, MDM, M&M, hug drug

Amphetamines also called speed, ice, crystal, meth

Downers (depressants)

Alcohol (beer, wine, spirits)

Inhalants (sniff, huffers)

Narcotics (codeine, morphine, Demerol®, opium)

Tranquillizers (Valium®, Librium®, Quaalude®)

All-arounders

Cannabis (Marijuana; hashish (hash); hash oil (honey oil)—also called pot, grass, reefer, ganja, joint)

Hallucinogens (LSD, also called acid, blotter)

Psilocybin also called magic mushrooms, shrooms

PCP (phencyclidine) also called angel dust, horse tranquilizer

Outcomes Grades 7 – 9

Poster	Grade 7	Grade 8	Grade 9
Choose	W–7.1 compare personal health choices to standards for health; e.g., physical activity, nutrition, relaxation, sleep, reflection	W–8.1 examine the relationship between choices and resulting consequences; e.g., how choosing to smoke affects how one looks, feels and performs	W–9.2 analyze how positive health habits can be supported by a variety of approaches to health practices and treatments; e.g., acupuncture
	W–7.4 analyze the messages and approaches used by the media to promote certain body images and lifestyle choices	W–8.2 analyze the impact of positive and changing choices on health throughout the life span; e.g., need for varying amounts of sleep, calcium	W–9.4 analyze and develop strategies to reduce the effects of stereotyping on body image; e.g., health risks of altering natural bodysize/shape to meet media ideal
	W–7.6 analyze social factors that may influence avoidance and/or use of particular substances	W–8.4 develop personal strategies to deal with pressures to have a certain look/lifestyle; e.g., accept individual look	W–9.6 analyze addictions; e.g., stages, kinds, and resources available to treat addictions
	W–7.13 <i>examine the influences on personal decision making for responsible sexual behaviour</i>	W–8.5 evaluate personal food choices, and identify strategies to maintain optimal nutrition when eating away from home; e.g., eating healthy fast foods	W–9.12 <i>determine “safer” sex practices; e.g., communicate with partner, maintain abstinence, limit partners, access/use condoms/ contraceptives properly</i>
	W–7.14 <i>examine abstinence and decisions to postpone sexual activity as healthy choices</i>	W–8.6 analyze possible negative consequences of substance use and abuse; e.g., fetal alcohol syndrome, drinking and driving	W–9.14 <i>develop strategies that address factors to prevent or reduce sexual risk; e.g., abstain from drugs and alcohol, date in groups, use assertive behaviour</i>
	L–7.3 differentiate between choice and coercion in decision making for self and others; e.g., demonstrate a willingness to accept “no” from others	W–8.12 <i>identify and describe the responsibilities and consequences associated with involvement in a sexual relationship</i>	L–9.3 use decision-making skills to select appropriate risk-taking activities for personal growth and empowerment; e.g., increasing freedom means increased responsibility for consequences of choices
		W–8.14 <i>identify and describe basic types of contraceptives; i.e., abstinence, condom, foam, birth control pills</i>	
		L–8.3 identify components of ethical decision making, and apply these concepts to personal decision making	