

PREPARED BY:
CALGARY POLICE SERVICE
ALBERTA HEALTH SERVICES,
YOUTH ADDICTION SERVICES
CALGARY BOARD OF EDUCATION
CALGARY CATHOLIC SCHOOL DISTRICT

SUBJECT: HEALTH & LIFE SKILLS

AUDIENCE: GRADE 7

SUGGESTED TIME & DURATION:
4 X 45 MINUTES (CAN BE EXTENDED)



←CHOICES→

Jr. High School Drug Education Program

PREPARED BY:



CALGARY
POLICE
SERVICE

IN PARTNERSHIP WITH:



Alberta Health
Services

Addiction & Mental
Health



Calgary Board
of Education



CALGARY CATHOLIC
SCHOOL DISTRICT

FUNDING PROVIDED BY:



Justice and
Solicitor General

THEORY OF CHANGE:

If educators and police work together to teach children and families skills that will enhance their drug awareness, critical thinking and decision-making strategies, they increase the likelihood that these children and families will make better life choices and thus experience less harm, victimization and criminal involvement related to drug use.

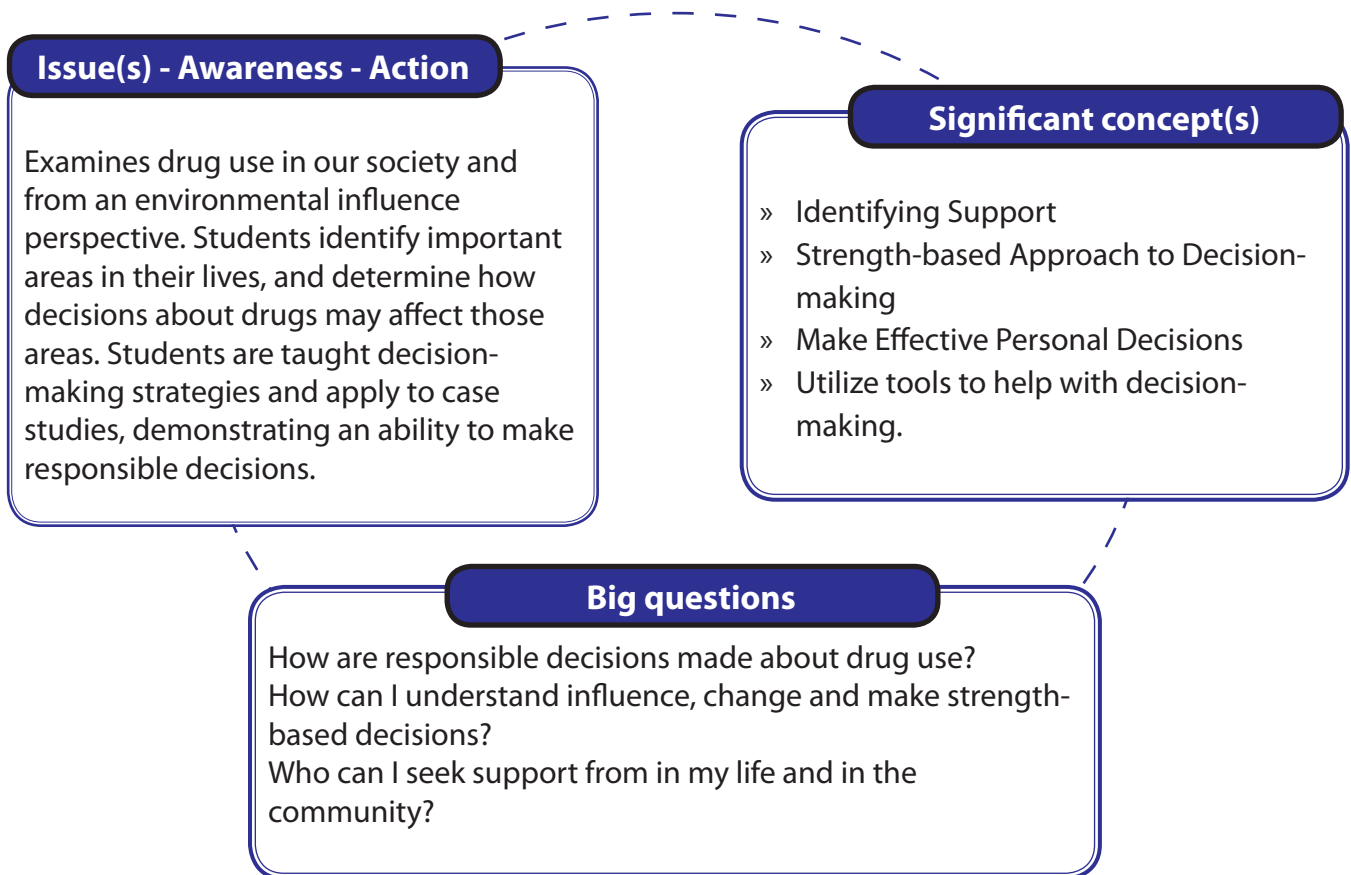
PROJECT GOAL:

To decrease student involvement in drug related crime, behaviours, and victimization.

PROJECT OBJECTIVES:

- » To establish a consistent and sustainable delivery model for police to respond to requests from school communities for drug education in Junior High School classrooms.
- » To develop a collaborative, proactive and strengths-based approach to support problematic drug-use prevention in junior high school students, their families and school communities.
- » To increase student, teacher and parent/guardian awareness of the issues related to legal, illicit and medicinal drug misuse.
- » To support teachers and police in the development and co-facilitation of programming for students and parents/guardians, to prevent illicit drug use and prescription drug misuse.
- » To increase parent/guardians, students and teachers' capacity to recognise and support those experiencing harm from drug use.
- » To facilitate the connection of students, families and teachers with support services available to those experiencing harm from drug use personally or within their community.

INQUIRY MODEL



CURRICULUM LINKS

ALBERTA EDUCATION, HEALTH & LIFE SKILLS (K-9) GENERAL OUTCOMES

- » Students will make responsible and informed choices to maintain health and to promote safety for self and others.
- » Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.
- » Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

CURRICULUM OUTCOMES

- » W-7.6 analyze social factors that may influence avoidance and/or use of particular drugs.
- » L-7.7 determine and use knowledge and skills of the class to promote school and community health.
- » L-7.3 differentiate between choice and coercion in decision making for self and others.
- » R-7.9 develop group goal-setting skills.
- » W – 7.10 identify potential sources of physical/emotional/social support.

CURRICULUM OUTCOMES AND CHOICES PROGRAM

ANALYZE SOCIAL FACTORS THAT MAY INFLUENCE AVOIDANCE AND/OR USE OF PARTICULAR DRUGS.

- » Critically reflect on peer-pressure, group-belonging and other social pressures as influences on drug misuse.
- » Identify individual strengths and translate into responsible decision making strategies.
- » Identify support services available in the school and community.
- » Reinforce skills in utilizing a trusted adult(s) that exist in the student's home-life or externally if necessary.

DETERMINE AND USE KNOWLEDGE AND SKILLS OF THE CLASS TO PROMOTE SCHOOL AND COMMUNITY HEALTH.

- » Examine case-studies and develop creative projects that teach peers responsible decision making skills.
- » Teachers have opportunity to expand on program and implement a school-wide, student project.

DIFFERENTIATE BETWEEN CHOICE AND COERCION IN DECISION MAKING FOR SELF AND OTHERS.

- » Critically reflect on peer-pressure, group-belonging and other social pressures as influences on drug misuse.
- » Identify responsible choices involving drug use through sessions and case study.

DEVELOP GROUP GOAL-SETTING SKILLS.

- » Develop and deliver creative presentation in small groups.
- » Work in small groups in creating presentations to teach peers responsible decision making skills.

IDENTIFY POTENTIAL SOURCES OF PHYSICAL/EMOTIONAL/SOCIAL SUPPORT

- » Identify personal strengths as a way to support decision making.
- » Receive information on sources of support in the school and community for drug use and misuse affecting themselves, peers, or family member.

JUNIOR HIGH SCHOOL DRUG EDUCATION (CHOICES) BACKGROUNDER

The Calgary Police Service (CPS), in partnership with Calgary Board of Education, the Calgary Catholic School Division, and Alberta Health Services Youth Addiction Services recognize the need to support healthy and resilient youth. In response to increasing awareness of the harms associated with drug misuse, these agencies have worked together to address this at an early age, by focusing on prevention, social skills education, and tools for supporting those affected by drug misuse.

The Calgary Police Service engaged subject matter experts, determining best-practice and an evidence based approach. At the same time CPS conducted qualitative research in the form of focus groups surveys, aimed at identifying perceptions, needs, and other programing considerations from guardians, teachers and students. Based on this research and engagement, the following considerations were key in the development of this program.

- » Respondents in CPS focus groups and surveys agreed that parrents/guardians and schools share the most responsibility for educating youth about drugs. However, awareness about current and credible information available for this group is lacking, leaving guardians and teachers struggling to provide adequate support (Calgary Police Service, 2017).
- » Strong agreement from subject matter experts and our research indicate that education should not solely focus on exclusively on an abstinence-only message, as peer networks and societal influences appear to have a greater influence on use than knowledge of legal consequences. (Canadian Centre on Substance Use and Addiction, 2010; Duff et al., 2011; Lenton, 2005).
- » Acknowledging that youth have access to information about drugs from peers, siblings, media and the internet, youth often rely on peers to navigate their values and behaviours with drugs.
- » There is consistent evidence that traditional and contemporary education programs delivered independently by police and the emphasis on fear are ineffective in reducing harm from drug misuse (Hyshka, 2013). In an effort to acknowledge the importance of a community-based approach, this program includes teachers, parents/guardians, trusted adults and the students themselves (Canadian Centre on Substance Use and Addiction, 2010)
- » Teachers and parents/guardians in CPS focus groups felt uncomfortable talking about drugs as they think it might encourage experimentation yet these teachers and guardians felt that the earlier that youth talk about drugs, the more likely that better outcomes will happen later in life (high school is too late!) (Calgary Police Service, 2017).
- » Teachers and parents/guardians in CPS focus groups felt that drug use has become normalized in youth and society as a whole, compounded by impending legalization of cannabis (Calgary Police Service, 2017).

TABLE OF CONTENTS

LESSON 1
PAGE 7-11

- a. What is a drug?
- b. What are responsible choices?
- c. Using our strengths

LESSON 2
PAGE 12-19

- a. Review
- b. Strategies for decision-making

LESSON 3
PAGE 20-23

- a. School Resource Officer introduction
- b. Refusal skills
- c. Drugs in school
- d. Group work and Table talk

LESSON 4
PAGE 24

- a. Group work
- b. Presentations

REFERENCES
PAGE 25

LESSON 1 (TEACHER DELIVERED)

TIME: 45 MINUTES

CURRICULUM OUTCOMES

W-7.6 analyze social factors that may influence avoidance and/or use of particular drugs
L-7.7 determine and use knowledge and skills of the class to promote school and community health

MATERIALS NEEDED

Whiteboard / Markers
Student work-sheets
Drug definition and category cut-out magnets
Healthy/Unhealthy Scale cut-out (w/magnets)
Healthy/Unhealthy Scale cut-out weights
Question box

INTRODUCTION

Provide students with the following introduction to the program:

- » Over the next classes, we will be learning about drugs and how to make responsible choices.
- » This program includes a short presentation by our School Resource Officer, and it will be chance for you to ask questions you might have about drugs.
- » You will also be asked to work in groups examining case studies that illustrate situations where you could encounter drugs being misused. Your challenge as a group will be to put together a presentation that answers the questions outlined in the case studies.
These presentations could be in the form of skits, posters, or another medium that will be outlined in your assigned case studies.
- » Talking and learning openly about drugs can sometimes feel strange or uncomfortable! Please keep an open mind and be engaged in this important learning. If you're having any problems with the subject matters please do not hesitate to come talk to me.
- » Talking to your parents/guardians or trusted adults about drugs is important! Your parents/guardians will also have the opportunity to attend a drug information session presented by the Calgary Police Service.

Explain to students what they can expect to learn from this program

- » Drug awareness
- » Knowledge of the harms and consequences associated with drug misuse
- » Be able to demonstrate strategies to make responsible choices

ACTIVITY 1: WHAT IS A DRUG? (ALBERTA HEALTH SERVICES, 2017)



CLASS DISCUSSION

What is a drug? What kind of drugs have you heard of?

ACTIVITY



Ask students to write the names of drugs they have heard of on a sticky note and place it on the board.

Debrief the responses on the board: Discuss if no one has included tobacco, alcohol, cannabis, or pharmaceuticals like Tylenol or Advil.

Write definition on whiteboard: A drug: Something we take into our bodies, other than food, that changes the way we think, act, and feel.



CLASS DISCUSSION - ALBERTA HEALTH SERVICES (2017)

Write categories of drugs below the definition write LEGAL, MEDICINAL and ILLEGAL in 3 separate columns.

Question class: Who can explain what a legal, illegal and medicinal drug is? Let's start with legal. (Record on whiteboard and move through each category)

Legal: something that you can purchase without getting in trouble (example: Caffeine. Alcohol and tobacco are legal for anyone over 18 years of age, and illegal if you are under 18 years of age.)

Medicinal: medicine prescribed by a doctor or other health professional and over the counter medication in order to relieve pain, illness and disease.

Illegal: something that has legal consequences (example: ecstasy, magic mushrooms, LSD (acid), cocaine etc.). Legal consequences could include jail sentences, restrictions on international travel, fines, and difficulty in finding employment.

ACTIVITY 2: WHY DO PEOPLE TAKE DRUGS?



ACTIVITY

1. We are going to a short activity to explore the different reasons people may use drugs.
2. I am going to hand out to you a “weight” cut out, which may be a reason that a person would use a drug.
3. Take a moment to think about what’s written down, and then complete the Activity 2 on your Student Activity Sheet.
 - a. On the sheet there is a space to write down what’s on your weight, and then a scale where you can circle if you think it’s a healthy or unhealthy reason to use the drug.
 - b. There is no right or wrong answer here, just record what you think is the best answer.
4. After you are done, come and place your weight on the scale on the board in the same spot you circled on your Student Activity Sheet

TEACHER REFERENCE FOR MAGNETIC CUT-OUT WEIGHTS

Make pain go away*

Be able to think clearly *

Feel awake and alert*

Treat disease (responsible)

Treat depression*

Get bigger muscles (not responsible)*

Sleep well *

Feel happy *

Fit in with friends (not responsible)

Escape from reality (not responsible)

Deal with stress *

Have a spiritual experience (not responsible)

Focus on school work *

Just to try something new (not responsible)

Experiment (not responsible)

Treat illness (responsible)

Feel confident (not responsible)

Deal with personal problems *

Something fun to do with friends (not responsible)

Dull feelings (not responsible)

All my friends use it (not responsible)

My parents use it (not responsible)

It’s normal to do on the weekend (not responsible)

My siblings use it (not responsible)

I saw it in a movie and it looks cool (not responsible)

The doctor said I should (responsible)

Helps me feel calm *

Someone I have a crush on offered it to me (not responsible)

My mom says it is good for me *

It’s on sale at the store (not responsible)

**These reasons could be interpreted as either responsible or not responsible depending on individual circumstance, such as medical need.*

ACTIVITY 3: STRENGTH METER



ACTIVITY

1. Introduce Strength Meter.
 - a. Using the strengths that each of us have is a good place to start when making decisions.
2. I am going to hand out a piece of paper which has a strength meter on it. This is something you can put on your fridge at home or hang on your locker here at school.
3. Now before we start, let's talk about strengths.
 - a. A strength can be something positive about your personality, skills and knowledge, or something you're good at (University of Victoria, 2016)
 - b. A talent, such as being a really good soccer player or musician, can also be a strength. Consider your internal skills that make you really good at something: is it teamwork? Being creative?
4. How do we know what is our strength? Here are some questions that can help with this:
 - a. What do you do for fun? (listen to responses) A strength from this could be things like fitness, creativity, generosity, kindness or humour.
 - b. What do you do when you're sad? (listen for responses)
 - Going for a walk – self-awareness, self-care
 - Play music, practice sports - fitness, goal setting
 - c. How do you stay healthy?
 - d. What are you good at?
 - e. What do you do to help others?
 - f. If I were an employer, what are all the things that would make me want to hire you?

AT HOME ACTIVITY



Take the 2nd Strength Meter home for your parents/guardians to complete about you. I can also work on this with you if you don't want to take it home.

ACTIVITY 4: CONCLUSION



ACTIVITY

1. Remind students that they can talk to their parents/guardians at home about this class, and that there will be a parent/guardian information session that they can attend. (Date TBD)
2. Introduce the question box, and ask students to write down at least one question about drugs that the students might have. Remind them that the questions will be kept anonymous.

HOMEWORK



1. Have parents/guardians complete a Strengths Meter with their child.
**If this is not realistic for a student, ask them to complete it with yourself.
2. Have children come up with 1 question to put in the question box.

LESSON 2 (TEACHER DELIVERED)

TIME: 45 MINUTES

CURRICULUM OUTCOMES

W-7.6 analyze social factors that may influence avoidance and/or use of particular drugs
L-7.7 determine and use knowledge and skills of the class to promote school and community health

MATERIALS NEEDED

Whiteboard / Markers
Student work-sheets
Drug definition and category cut-out magnets
Healthy/Unhealthy Scale cut-out (w/magnets)
Healthy/Unhealthy Scale cut-out weights
Question box

ACTIVITY 1: REVIEW LAST SESSION



CLASS DISCUSSION

Review what was discussed last class:

- What a drug is
- Reasons why people take drugs
- Identifying our strengths which can help us when making tough decisions.

Today, we want to keep talking about these tools, and give you some more to use when determining if a choice is responsible or not.

ACTIVITY 2: SMART CHOICES CHECKLIST (YOUTH LINK POLICE INTERPRETIVE CENTRE, 2017)

Direct your students attention to their activity sheet that includes the Smart Choices Checklist as this will be a key element in your discussion for this activity.

Smart Choices Checklist

Use Your Brain

- What INFORMATION do I have or need?
- What are the possible CONSEQUENCES of this choice?

Listen to Your Heart

- How does this make me FEEL?
- How does this fit with my VALUES?

Trust Your Gut

- What do my instincts say?
- What is my body trying to tell me? And why?

All ☒ = Good Decision!
 Any ☒ = Bad Decision
 Any ? = Ask an Adult

**CLASS DISCUSSION (YOUTHLINK POLICE INTERPRETIVE CENTRE , 2017)**

1. Making decisions can be difficult, and sometimes what seems like a good idea might not feel right. Has anyone ever told you to make good or responsible decisions? Have they told you how?
2. One way that we can make decisions is to listen to ourselves and what our bodies are telling us. We can do this by making a checklist, called the Smart Choices Checklist. (Students who have visited YouthLink Police Interpretive Centre may have learned this in Grade 6)
 - a. Use your BRAIN: What does it mean to say 'use your brain'?
 - In our head is our brain where we keep knowledge and information. When we have all the important information, it makes guessing potential outcomes and decisions much easier and clearer, which is why education is so important.
 - Experiences and Memories: our past experiences can teach us about consequences and outcomes.
 - Ask these questions here when using your brain: What information do I have? Do I need more information? What are the potential outcomes/consequences of this decision?
 - b. Listen to your HEART: What does it mean to say 'listen to your heart? In our heart we hold our feelings and emotions about situations, people and relationships. Our heart also houses our values, or the "things that are important to you."
 - **Facilitators Notes: If students are not able to define values, follow up with the question "What do you look for in a friend?"** (allow students to answer i.e. honesty, respect, friendly, funny). Those are your values. Those are the values you think are important in a friendship. We all have values that we use to go through life and decide what is right or wrong and best for us.
 - Should our decisions feel good?
 - It's important to acknowledge and take care of our feelings, emotions and personal values and to consider them when making the decisions that are right for us.
 - Ask the questions here: How does it make me feel? Do I feel safe? Do I trust the situation/person? Does this fit with my values?

**CLASS DISCUSSION (YOUTHLINK POLICE INTERPRETIVE CENTRE, 2017)**

- c. Trust your GUT: Ever heard of the expression, "Trust your gut!"? Our bodies often tell us a lot about how we really feel about a situation or circumstance and these feelings shouldn't be ignored.
- How many people have felt butterflies in your stomach?
"Butterflies" might mean you are feeling nervous. Maybe you have a big test to study for, or have to perform in a play in front of your school. Headaches or stomach aches might mean you're feeling stressed or anxious. What does your instinct or intuition say?
 - Ask the questions: What is my gut saying? Am I stressed? Am I worried? What is my body trying to tell me and why?
- d. Using the Smart Choices Checklist (SCC): When we go through each aspect of our SCC, we ask ourselves key questions for our brain, heart and gut and determine whether each check box in our check list has either a check-mark, an "X", or a "?".
- If any of our check boxes are "X's" we should probably choose not to move forward in this decision and say "No" instead.
 - If one of our check boxes is a "?", what could we do? We should either look for more information or talk with someone you trust about the decision and then revisit our check-list. Who are some safe and trusted adults in your life?
 - If all our SCC check-boxes are confidently check-marked. Moving forward with this decision is probably a good decision.
 - Making Decisions:
 - o Remember when making a decision to consider ALL of the options. If you aren't sure what your options are, how can we find out? Sometimes there are options we may not have thought of. You can also ask a trusted adult to help you think of all of these options.
 - o Identify all of the potential benefits and disadvantages (Pro's and Con's) carefully. Consider each option's potential harm, dangers or impact to yourself and others. If it helps, write down these in lists.
 - o If you are ever unsure, try to seek out more information and advice from trusted adults. Who is a trusted adult?
 - o Take your time, and think things through using the SCC and the supports and resources around you such as the Kids' Help Phone, Distress Centre, ConnecTeen or asking a trusted adult.

**CLASS DISCUSSION (YOUTHLINK POLICE INTERPRETIVE CENTRE, 2017)**

- Explain that in any situation where you feel unsure about what to do the SCC is a helpful tool to help you navigate what the right course of action is.
 - Also know that it is ok to ask for help! There are many people and organizations who want to help – but they can't help if they don't know!
3. When making a decision, go through each of these checklists and see if you can put a check next to each box. If you can't put a check, then we can do a few things.
 - a. Take more time to decide
 - b. Get more information
 - c. Ask for help
 - d. Get support
 4. In our next activity we are going to take a second look at our "weights" and use our Smart Choices Checklist.

ACTIVITY 3: HOW CAN WE MAKE RESPONSIBLE DECISIONS?**ACTIVITY**

1. Place the magnetic 'scale' and "axis" on the board and hand out the 30 "weights."
2. Ask the students to consider what is written on their weights, think if it is a responsible reason to use drugs. Ask them to use the Smart Choices checklist when thinking about it.
3. Have them fill out where they would place it on the scale, using the brain, heart and the gut checklist.
4. Have them come to the front and stick the weights in the same place they have place it on their Student Activity Sheet.
5. Once the results are up, discuss each side of the scale.
 - a. Discuss with the students that there are many reasons for drug use. If unsure or you can't check off your head, heart or gut, who do you talk too? Some examples include parents/guardians, school counsellor, teacher, coach, instructor, family physician or any other trusted adult in their life. Some of these agencies like Kids-help phone or Connect Teen (See Teacher tool kit).

**ACTIVITY**

- b. Ask students if they think a specific drug, like Tylenol, could be used responsibly. Could it be used irresponsibly?
- c. Discuss with the students the idea of responsible use.

Question: Lets define moderation. First of all, what do you think moderation means? (Listen for responses)

Response: Moderation means avoiding excess, and making informed decisions that weigh risks and values.

Let's look at a common use of alcohol by adults, such as having a glass of wine with dinner. Is this responsible or not responsible? In some societies, like in North America, this is seen as normal, or responsible. However, other societies and cultures might see it differently. When we think about making responsible choices, we weigh how it affects our Major Life Areas, if it matches our Smart Choices Checklist, and also how it is perceived in society

Other things that we should consider are laws and our responsibility to ourselves to make responsible decisions. For example, creating a culture of moderation means considering the way in which we make choices and help us get a clearer understanding of when, when not to, and how much to drink, and consider the appropriate motivations and settings for drinking. Whereas a glass of wine at dinner may be responsible, an entire bottle may be inappropriate (Canadian Centre on Substance Use and Addiction, 2007).

CLASS DISCUSSION

Lead this activity into a discussion about Major Life Areas (MLAs).

- a. Major Life Areas are parts of an individual's life that have the ability to be impacted in various ways by the world around us and the choices we make
- b. Let's talk about Major Life Areas.
- c. Example to start discussion: One area of life that is really important to me is my family. If I decide to spend my time and money at the casino, my family could be affected in many ways. They would also be affected if I started making irresponsible choices with drugs, right?
- d. What's important in your life?

**CLASS DISCUSSION**

e. Write list of MLAs:

- Family
- Friends
- Recreation
- School/Job
- Physical Health
- Emotional/Mental Health
- Spiritual Health
- Financial
- Legal

7. Discuss any of the Major Life Areas that might be difficult in understanding

Emotional/Mental Health – Being healthy emotionally and mentally involves many aspects like happiness, self-esteem, connectedness to friends and family and dealing with adversity. Some things to consider when examining your own emotional and mental health are:

- a. Are you trying just to “make it through the day?”
- b. Do you have hope in the future?
- c. Do you feel connected to others?

Spiritual Health – Spiritual Health is your connection to something bigger than yourself and your search for meaning. This could involve religious belief but does not have to.

Teacher Note: If you are more familiar with the wellness wheel, feel free to use this in place of the MLA's. Be sure to connect the MLA's to each pie of the wellness wheel. See Wellness Wheel in Teacher Tool Kit.

8. Debrief Questions:

- a. How might your Major Life Areas be affected by drug use?
- b. Did anything about this surprise you?

ACTIVITY 4: CASE STUDIES - INTRODUCTION (GROUP WORK)

Teacher note: Please review case studies before handing out. Given individual circumstances with your students, some may be more appropriate than others.



ACTIVITY

1. For the next two classes you are going to be working on a case study activity in small groups. Case studies are examples of situations that could happen in real-life, giving you the chance to describe how you would act in that scenario. For these presentations, we will give you five minutes to share your presentation to the class. Share your answers to the questions asked, and highlight refusal skills in a skit, video, poster, song, board game, etc.
2. Question: Ask students to give examples of how to work well in a group. Make sure it is emphasized.
 - a. Everyone in the group needs to have input
 - b. If you disagree, how can it be settled so that the project moves forward?
 - Take a vote
 - Make compromise
 - Ask your Teacher for help
3. Select groups of up to four students. There are eight case studies to choose from in this program.
4. Teachers can assign specific case-studies to assigned groups, or can be handed out at random. This is up to the teacher.
5. Hand-out case studies once they are in their group.
6. Remind them to use their Strengths Meter in answering questions.
7. Ask if any student would like to share a strength, or take the opportunity to share your own.
8. We know that our Strengths help us make decisions, but they can also help us get out of tricky situations. These are called refusal skills. In your case studies, you need demonstrate what refusal skills you will use. As we will practice, sometimes saying no is difficult, and we need to find other ways to say no. How can we say no by using a strength?
 - a. If humour is a strength you have, maybe you can make a joke to get out of the situation.
 - b. If sports are one of your talents or strengths, maybe you could refuse because you want to be ready for the big game!
9. These are just examples and real-life can be a lot different. In our next class our SRO will work on this more with us. Start to think in your groups how you can use strengths to refuse drugs.

ACTIVITY 5: CONCLUSION



CLASS DISCUSSION

1. Tell students that they need to bring back their Strengths Meter from their parents/guardians and their own for next class.
2. They will also need to bring a question for the question box, if they haven't already done so.
3. Tell the students that the School Resource Officer will be coming in to the next class, and that they will be answering questions the students may have.

HOMEWORK (IF NOT ALREADY COMPLETED)



1. Have parents/guardians complete a Strengths Meter with their child.
**If this is not realistic for a student, ask them to complete it with yourself.
2. Have students come up with 1 question to put in the question box.

****Teacher note: Please provide these questions to your SRO before the next health class. This can be done simply by taking a photo of the questions placed on your desk, or by scanning and emailing them.**

LESSON 3 (OFFICER-LED)

TIME: 45 MINUTES

SRO Introduction
Drugs in school (Question Box)
Introduce Case Studies
Group work and table talk

MATERIALS NEEDED

Question Box
Case Studies

CURRICULUM OUTCOMES

W-7.6 analyze social factors that may influence avoidance and/or use of particular drugs.
L-7.7 determine and use knowledge and skills of the class to promote school and community health.
L-7.3 differentiate between choice and coercion in decision-making for self and others.
R-7.9 develop group goal-setting skills.
W-7.10 identify potential sources of physical/emotional/social support.

ACTIVITY 1: SCHOOL RESOURCE OFFICER INTRODUCTION



INTRODUCTION

1. Introduce yourself to the class and provide some background about yourself
2. Suggestion for introduction:
 - a. "Good morning everyone. I am Constable _____ with the Calgary Police Service and I work in the Community and Youth Services Section as your School Resource Officer. You probably remember me from the beginning of the year when I came in, and I hope that I can get to know you throughout this course and rest of the year. As a School Resource Officer I work with schools and students on a daily basis. It is important to me that we all have a part to play in keeping the community safe, and ensuring personal safety as well."
 - b. Reinforce with the students that the SRO is someone they can turn to for help in any situation that feels unsafe, even if it didn't happen at school. As officers the top priority is to maintain safety. If a student feels unsafe, remind them of the following decisions they can make:
 - Talk to a trusted adult or reach out to someone. This could be a parent, teacher, SRO, coach, counsellor, instructor, doctor, Kids Help Phone, connect teen or another important adult in that student's life.

Contact information will be handed out on bookmarks later in class.

- Contact Crime-stoppers if you want something to be shared but don't want to make it public. It is completely anonymous. (Share poster)
- Call 911 (if you're in immediate danger)

**INTRODUCTION**

When should you call 911?

- a. In a medical emergency, where someone's airway or breathing is compromised or where blood circulation is interrupted by bleeding or a serious injury, 9-1-1 is the number to call.
- b. If you see a fire, call 9-1-1. Even if the fire is on a stove or outside in an alley or other place that seems far away from buildings, fire can spread quickly. For any fire that is not contained in a fire pit or a 'controlled burn' 9-1-1 is the best place to get help.
- c. If you see any type of crime IN PROGRESS, call 9-1-1. Whether the crime is someone spray painting graffiti, driving impaired, assault or theft, any crime that is happening right now needs a 9-1-1 call.
- d. If there is a motor vehicle accident where an ambulance or tow truck is necessary you should call 9-1-1
 - When you call 911 an Emergency Communications Officer will answer the call and ask you if you need Fire, EMS or Police. In the event of a drug overdose for example EMS will be dispatched to assist with the individual that is in medical distress. Police may also be dispatched to the call. Police are sent to ensure that the scene is safe for EMS to attend. Police are not there to arrest the person that called or the one in need of medical distress. Fire can also be sent to assist EMS as an additional medical assistance.

ACTIVITY 2: DRUGS AT SCHOOL (QUESTION & ANSWER)**QUESTION BOX**

1. Introduce question: I've been a police officer for ____ years, and I know that people will act differently around me, you know, things like driving slower and being more polite. I want to have a discussion about drugs, and I want you to know that this is an open conversation and I am not looking to start a file on you. This is really just a discussion.
2. Let's have a look at the questions you asked.

Guiding principle of activity: Youth want to have their voices heard and recognized. They are the experts of their own lives, have heard about drugs and have questions to ask. Avoid sounding parental or taking a fear-based approach.

Anticipated Questions: see Anticipated Questions for School Resource Officers

ACTIVITY 3: REFUSAL ACTIVITY (ALBERTA HEALTH SERVICES, 2017)



CLASS DISCUSSION

Introduction: I understand that you have been doing a lot of work on making responsible decisions, and in using strengths to your advantage. Today I wanted to give you help you with refusal skills, which you can use in your case studies and in real life. A refusal skill is more than just saying no, it's finding out how to say no in a way that is comfortable for you! Here are a few examples:

Switch Gears: "Naw, let's go grab a burger instead"

Control Tower (orders from superiors): "My folks would ground me for life, and I don't want to spend the next 3 years in my room!"

Diversions or humour: "What? And get me kicked off the Olympic rowing team?"

These are just a few examples, and the best ones are ones that you come up with yourself. Using your Strengths Meter could be a good start in thinking of your refusal skill. Lets play a game to try this out.

1. I am going to pretend that I am persuading you to drink a can of beer.
2. Each of you has to approach me, one at a time, and come up with a way to say no. You have to pay close attention so you don't give me an answer that has already been said. If you do, I will need another refusal skill from you.
3. I am very persuasive and don't take no for an answer, so you have to think of creative ways to say no. Try using a strength from your Strength Meter. Pull in your Major Life Areas that are important to you and come up with a response that relates to that MLA.
4. If you can't think of a refusal skill, put your hand up for a high-five, and the next person can come up and support you in giving a refusal skill to me. Having the support from people around you is important in standing your group in tricky situations.
5. This should be really quick! Let's see how many refusals we can come up with.
6. Stand in the middle of the class, and direct the students to also stand up. Begin by offering the mimed beer can to one of the students.

**CLASS DISCUSSION**

Conclusion – once all of the students have gone, praise them for their great refusal skills. Remind the students that it is hard to say no to your friends in the moment, and that practicing your “No” is important to build confidence for those tricky situations. Give suggestions on how they could improve, such as using their tone-of-voice and body language to act as tools. You could also relate this to your work as an officer, where you use your voice and body language as tools to stay safe.

Ask them to record the refusal phrase on the Student Activity Sheet.

ACTIVITY 4: CASE STUDIES - INTRODUCTION (GROUP WORK)**ACTIVITY**

1. In the Case Studies there are questions and prompts provided to help the students identify trusted supports, refuse drugs, and connect to resources.
2. Give 5-10 minutes for each group to think and start planning
3. Travel to each group and check in to see how they are doing. Ask specific questions and provide guidance
 - Can you think of a good resolution to this scenario?
 - What are some ways you can handle this scenario?
 - What did you think about this situation when you first read it?
 - How would you use your Smart Choices Checklist when facing this situation?
4. Hand out book mark to every student in the group you engage with

ACTIVITY 5: CONCLUSION**CLASS DISCUSSION**

1. Thank all the students for their attention and participation
2. Remind them that their projects will be shown to guardians at the parent information night.
3. Let them know that they can stop and talk to you anytime they see you.

LESSON 4 (TEACHER/OFFICER-LED)

TIME: 45 MINUTES

Case Study work
Presentations to class

MATERIALS NEEDED

Case Studies

CURRICULUM OUTCOMES

W-7.6 analyze social factors that may influence avoidance and/or use of particular drugs.
L-7.7 determine and use knowledge and skills of the class to promote school and community health.
L-7.3 differentiate between choice and coercion in decision-making for self and others.
R-7.9 develop group goal-setting skills.
W-7.10 identify potential sources of physical/emotional/social support.

ACTIVITY 1: CONTINUE WORK ON CASE STUDIES



ACTIVITY

1. Students will continue the group that they started in Session 2.
2. Teacher and/or SRO will travel to each group and check in to see how they are doing.

ACTIVITY 2: PRESENTATIONS



ACTIVITY

1. Each group will take turns presenting to the class on their case study. Should be 5 minutes in length.
2. Ask debriefing questions after each presentation. Examples of some questions include.
 - Why did you decide this was an important skill to focus on in your case study?
 - Why do you think young people don't tend to use refusal skills when their friends are asking them to do something that makes them uncomfortable?
 - What was the hardest part of making this presentation related to this case study?
 - What is the message you most wish other young people will remember after they have seen your project?

REFERENCES

- Alberta Health Services (2017). Teacher information series: Junior high school resources, grade 7 lessons. [website] Retrieved from <http://www.albertahealthservices.ca/amh/Page2697.aspx>
- Alberta Health Services (2017). Own your zone. OYZ refusal strategy toolkit [Unpublished Document].
- Calgary Police Service (May 4, 2017). Parent focus group summary [Unpublished document]. Community and Youth Services Section, Calgary, Alberta Canada
- Calgary Police Service (May 4, 2017). Teacher focus group summary [Unpublished document]. Community and Youth Services Section, Calgary, Alberta Canada
- Canadian Centre on Substance Use and Addiction. (2017). Stronger together: Canadian standards for community-based youth substance abuse prevention. The Canadian Standards Portfolio. Retrieved from <http://www.cclt.ca/Eng/topics/Children-and-Youth/Drug-Prevention-Standards/Pages/default.aspx>
- Canadian Centre on Substance Use and Addiction. (2007). Reducing alcohol-related harm in Canada: Toward a culture of moderation. Recommendations for a National Alcohol Strategy. Retrieved from <http://www.ccsa.ca/Resource%20Library/ccsa-023876-2007.pdf>
- Canadian Centre on Substance Use and Addiction. (2010). Building on our strengths; Canadian standards for school-based youth substance abuse prevention. The Canadian Standards Portfolio. Retrieved from <http://www.cclt.ca/Eng/topics/Children-and-Youth/Drug-Prevention-Standards/Pages/default.aspx>
- Duff, C., Asbridge, M., Brochu, S., Cousineau, M.-M., Hathaway, A.D., Marsh, D., & Erickson, P.G. (2011). A Canadian perspective on cannabis normalization among adults. *Addiction Research & Theory*, 20, 271–283.
- Hyshka, E. (2013) Applying a social determinants of health perspective to early adolescent cannabis use – an overview. *Drugs: Education, Prevention and Policy*, 20(2), 110-110. Doi:10.3109/09687637.2012.752434
- Lenton, S. (2005). Deterrence theory and the limitations of criminal penalties for cannabis use. In T. Stockwell, P.J. Gruenewald, J.W. Toumbourou, & W. Loxley (Eds.), *Preventing harmful substance use: The evidence base for policy and practice* (pp. 267–277). West Sussex: Wiley.
- West, S.L, O’Neal, K. (2004). Project D.A.R.E outcome effectiveness revisited. *American Journal of Public Health*. 94(6) 1027-1029. Retrieved from <http://ajph.aphapublications.org/action/showCitFormats?doi=10.2105%2FAJPH.94.6.1027>
- YouthLink Police Interpretive Centre (2017). Lesson plan: Welcome, introductions and decisions [Unpublished Document]. Calgary, AB: The Calgary Police Foundation. 11-14