Facilitator Guide for Teachers and Educators

Substance Use Health, Addiction and Related Behaviours: Vaping (Grades 7 and 8)

Introduction
This module provides educators who teach students in grades 7 and 8 with a lesson on vaping. The module supports the learning objectives of The Health & Physical Education Ontario Curriculum for the 2023-2024 school year.

Learning objectives
By the end of this presentation students will be able to better understand:

- The concept of vaping
- Vaping devices and e-liquids
- Vaping industry and youth marketing tactics
- Vaping laws
- Health risks associated with vaping (including cannabis vaping)
- Nicotine
- Second-hand exposure to vapour
- Addiction and related behaviours
- How to react to peer pressure
- Healthy ways to cope with stress and to boost dopamine levels
- Reducing harm
- Stigma and stigma prevention
- Recovery
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Purpose
Improving and protecting the health and well-being of school-aged children and youth is a priority for Ontario’s public health sector. Childhood is a time when health practices and behaviours are learned, and adolescence is a period when both positive health behaviours and risk behaviours can be adopted. This guide allows educators to deliver self-paced content related to vaping in the classroom at their convenience. Depending on the level of discussion, student engagement, and the preferences of the educator, the length of this presentation can vary from approximately 60 to 90 minutes. Please ensure familiarization of the content prior to teaching to ensure there is sufficient time within classroom hours.

About this guide
This guide is intended as a supplemental resource for educators who choose to deliver the health modules developed by Ottawa Public Health (OPH). As content is updated annually and/or when new evidence emerges, we encourage educators to frequently check back on the School Health Online webpage to access the most up-to-date content.

Additional resources
For more information on vaping, available services and resources please visit the following:

- School Health Online
- The LINK Ottawa - Vaping
- Ottawa Public Health – Vaping
- Mental Health, Addictions and Substance Use Health Services and Resources
- Tips for Talking About Substance Use
- People-First Language: Substance Use Disorder and Stigma

Disclaimer
The information provided is not a substitute for professional medical advice. Educators should encourage students to consult their parents or guardians, and/or qualified healthcare professionals for personal guidance related to vaping. Educators
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should approach questions about vaping with sensitivity, respect, and an understanding of the diverse backgrounds and perspectives of their students. When responding to a student question, the response should be adapted to reflect the age and maturity of the student as well as the classroom environment and individual school policies.

Considerations

Becoming informed about a topic prior to discussing it in a classroom setting, will help create a productive and comfortable conversation with youth. This module includes topics that some students may find uncomfortable and/or difficult to understand. Here are some considerations to support the students’ learning experience:

- Be sensitive to different backgrounds and experiences.
  - As much as possible, be aware of experiences in your students’ lives that may make certain discussions uncomfortable for them. Consider letting students know ahead of time that the topic will be discussed in class and use proper judgment if accommodations are needed.
- Watch for signs of discomfort.
  - Monitor students’ faces and body language.
- Allow ample time for discussion.
  - Allow enough time to introduce the topic, discuss as a group, summarize, and answer questions.
  - Using an anonymous “question box” may encourage students to ask questions they otherwise would not feel comfortable asking in front of the class.

Continued collaboration

Our commitment to improving health outcomes is an ongoing journey. We encourage you to share feedback and suggestions for improvement on this module, using our feedback form found on our School Health Online webpage. Together, we can continuously refine our resources to better the evolving needs of our school communities.

Last updated: October 2023
Before we start…

It is always important to create a safe learning environment when addressing health topics that may be sensitive to some students. Establishing some ground rules or going over classroom etiquette can be helpful.

Here are some examples:

- Some students might want to share personal stories. Ask that students do not share names or situations that might give away who they are talking about to respect people's privacy.
- Ensure that all classroom discussions will remain confidential unless a student shares something that may lead to believe that they are in danger, or that they are putting themselves or others at risk.

*Please take the time to also review the considerations on page 3 of this guide.
### Slide 3

**What is vaping?**

- Vaping is the act of inhaling and exhaling a vapour produced by a vaping product, such as an electronic cigarette. When the liquid is heated, it becomes a vapour then turns into an aerosol.
- This vapour can be flavored and contain different levels of nicotine.

### Slide 4

**Vaping devices**

Vaping products have evolved quite a bit over the years. According to the CDC there are four generations.

The **first-generation** e-cigarette devices were designed to mimic the smoking experience as close as possible. They looked like cigarettes; they were designed for one time use, thrown out when they run out of charge or e-liquid so not refillable or rechargeable. They are generally less expensive.

The **second-generation** devices are products that are shaped like pens, also known as **vape pens**. A type of rechargeable e-cigarette, or vaping, product designed to be used multiple (many) times. E-liquid comes in prefilled or refillable cartridges. Substances may include nicotine, cannabis (THC, CBD), flavoring, solvents, or other substances. The cartridge is attached to a battery pen—which contains the battery. Cartridge and battery pen are typically purchased separately. They can be bought in starter packs.

The **third-generation**: **Tanks or Mods** - A type of rechargeable e-cigarette, or vaping, product designed to be used multiple (many) times. They are modifiable devices (“mods”), allowing users to customize the substances in the device. **Sub-Ohm Tank** contains low resistance coils. It is designed to create a large cloud (aerosol) with a stronger delivery or hit of nicotine or other substances.
The **fourth generation**: Pod Mods - Pod Mod is an e-cigarette, or vaping, product with a prefilled or refillable “pod” or pod cartridge with a modifiable (mod) system (“Pod-Mods”). Pod Mods come in many shapes, sizes, and colors. Common Pod Mod brands include JUUL® and Suorin®. There are compatible prefilled pod cartridges that contain nicotine, THC, or CBD with or without flavoring. Pod Mods typically use nicotine salts rather than the freebase nicotine used in most other e-cigarette, or vaping, products. Nicotine salts, which have a lower pH than free base nicotine (original e-liquid), allow particularly high levels of nicotine to be inhaled more easily and with less irritation to the throat than freebase nicotine.

Nicotine freebase strengths: 0mg, 6mg, 12mg, 18 and 20mg. Nicotine salts strengths: 0mg, 36mg, 50mg. 20 mg/ml is the highest amount allowed to legally be sold in Canada (see slide 26 on laws).

**Vaporizers** - An inhalation device used to release active substances by applying non-combusting heat. Vaporizers can be used to aerosolize dry herbs, wax, and oil. For example, vaporizers are used to heat cannabis to a point where its active ingredients (e.g., THC) are released in an aerosol and inhaled.

**Important notes:**
1. E-liquids can contain nicotine, THC, CBD, flavors, or other solvents.
2. Cannabis herb, hash oil, dab wax are used with vaporizers.

Images and content: [https://www.cdc.gov/tobacco/basic_information/e-cigarettes/pdfs/ecigarette-or-vaping-products-visual-dictionary-508.pdf](https://www.cdc.gov/tobacco/basic_information/e-cigarettes/pdfs/ecigarette-or-vaping-products-visual-dictionary-508.pdf)

**Vaping liquids (E-liquid)**

The liquid (sometimes also referred to as e-juice or e-liquid) in a vape product contains a combination of ingredients, usually including nicotine, propylene glycol, vegetable glycerine and flavouring. While the chemicals used in flavoured e-liquids have been tested as safe for eating, they have not been tested for inhalation. When heated, the liquids create chemicals that could cause long-term effects to the lungs. The heating process can create chemicals like formaldehyde and other contaminants such as nickel, tin and aluminum.

Canadian Lung Association: [https://www.lung.ca/lung-health/vaping-what-you-need-know?gclid=EAIaIQobChMllIdLG9MXw9QIV0f_jBx2YDAItsEAAYASAAEgKXbiD_BwE](https://www.lung.ca/lung-health/vaping-what-you-need-know?gclid=EAIaIQobChMllIdLG9MXw9QIV0f_jBx2YDAItsEAAYASAAEgKXbiD_BwE)
### Slide 6

**Which of these chemicals have been found in vapour?**

A. Formaldehyde  
B. Nickel  
C. Aluminium  
D. All of the above

### Slide 7

**The industry**

It is important to understand the strategies being used by vape manufacturers, these same strategies have been used by Big Tobacco (cigarette companies).

- **Important to note:** Most tobacco companies have investments in the vaping industry.
- **Background information on why this is important to note:** There has been new research done by the truth initiative in the U.S. That shows: "Young people were also 45% more likely to use e-cigarettes if they mistakenly believed that e-cigarette and cigarette companies were different entities, compared to those who knew they were the same, suggesting that illuminating the relationship between e-cigarette and cigarette companies and unveiling other deceptive tobacco industry marketing practices may be key in convincing young people not to vape."
- **By understanding how tobacco companies market their products, you’ll easily recognize their tactics.**
- **Marketing strategies used by Big Tobacco in the past to convince people to become customers included:** paying doctors to endorse their products to show that doctors smoked too, endorsements from celebrities and athletes. They targeted women, men, minorities, and youth separately through advertising campaigns.
- **Vape device companies say that their products are only for adults, but the company’s actions are similar to the tobacco industry’s tactics and tricks, where their products and marketing are meant to draw in, engage, and then have new customers develop an addiction, especially youth.** – ask students why they think Big Tobacco and Vaping target youth. Slide #12 has possible answers.
Vaping products are packaged to make them more appealing to youth. Making vaping devices discrete or e-liquid products resemble soda cans or candy (reference images on this slide and next slide). Another tactic to market to youth is by making the e-liquid products available in fruit and candy flavours. We'll talk later about laws that are in place related to marketing to youth (slide 10).

**Marketing to youth**

More examples of how the vaping industry markets to youth through packaging and flavours even though they are not allowed legally to market to youth.

The picture shows similarities in packaging between vaping products and candy – fun bright colors and flavours that appeal to youth. **Ask youth if they can spot the vaping products in this picture? Ask them to point them out.**

Bottom image from: [https://truthinitiative.org/research-resources/tobacco-industry-marketing/4-marketing-tactics-e-cigarette-companies-use-target](https://truthinitiative.org/research-resources/tobacco-industry-marketing/4-marketing-tactics-e-cigarette-companies-use-target)

**Why do tobacco/vaping companies target YOUth?**

E. All of the above

[https://tobaccofreeca.com/tobacco-industry/kids-are-big-tobaccos-replacement-customers/](https://tobaccofreeca.com/tobacco-industry/kids-are-big-tobaccos-replacement-customers/)
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What is the law?

**Smoke Free Ottawa** - since 2001

- A by-law of the City of Ottawa prohibiting the smoking and vaping of tobacco, cannabis, and any other substance in public places and workplaces including patios, city owned property including buses, parks and outdoor city owned properties.

**Smoke Free Vehicle Legislation** since 2008, been updated to include vaping

- Does not allow smoking or vaping of anything in cars or any other motorized vehicle when children under 16 years of age are present; the law applies to both moving and parked vehicles, even if a window, sunroof, rooftop, door, or other feature of the vehicle is open.

**Smoke Free Ontario Act** - updated October 17, 2018

- Does not allow smoking and vaping inside all public places and workplaces; does not allow the display of tobacco products as part of the “Out of Sight-Out of Mind” campaign; not allowed to supply and sell tobacco and vape products to anyone under 19 years (fine for supplying a vapour product is $490); cannot smoke/vape on school property and within 20 metres from the start of the school grounds; the fine for vaping in an area where it's not allowed is $305; use of e-cigarettes and vaping on OC Transpo buses or properties may be meet with action to make sure the law is being followed, including giving fines up to $5,000.

**Tobacco and Vaping Products Act (TVPA)** - May 23, 2018

Rules on how they try to sell and advertise vaping products, such as bans on:

- advertising that youth would like;
- lifestyle advertising (example, showing people vaping and having lots of friends);
- sponsorship promotion (someone who gives money to help advertise and sell the vaping products);
- giveaways of vaping products or branded merchandise (free stuff with the vaping companies’ logos on it);
- the sale and promotion of vaping products that make the product appealing to youth, such as interesting shapes or sounds;
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- the promotion of certain flavours—like candy, desserts, or soft drinks—that youth may like; and
- product promotion by testimonials or endorsements (ex. Famous people that youth like or look up helping sell or advertise vaping the products).

Vaping product regulation - Canada.ca

Rules for selling tobacco and vapour products in Ontario - On July 1, 2020, the following changes came into effect in Ontario:

- The sale of flavoured vapour products is not allowed in retail establishments that are not specialty vape stores or licensed cannabis retail stores, with the exception of, menthol, mint and tobacco flavoured vapour products.
- The sale of vapour products with high nicotine concentrations (greater than 20 milligrams per milliliter) is not allowed in retail stores that are not specialty vape stores.
- Specialty vape stores must ensure that any indoor displays and promotions of vapour products are not visible from outside their stores (where they could be seen by youth).

Rules for selling tobacco and vapour products | ontario.ca

Nicotine Concentration in Vaping Products Regulations (NCVPR) - came into effect July 8, 2021 which set a maximum nicotine concentration (how strong the amount is) of 20 mg/mL for vaping products marketed in Canada. They also do not allow the packaging and sale of vaping products if the nicotine concentration stated on the package exceeds 20 mg/mL. Vaping Products – New limits on nicotine concentration and consultation on flavour restrictions - Canada.ca

<table>
<thead>
<tr>
<th>Slide 11</th>
<th>Short-term health risks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mouth and throat irritation</td>
<td></td>
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<tr>
<td>Cough</td>
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<tr>
<td>Shortness of breath</td>
<td></td>
</tr>
<tr>
<td>Nausea</td>
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</tbody>
</table>

Short-term health risks

Did you know that almost 50% of youth think vaping has little or no health risks? That’s not true

Vaping — even for a short time — can cause problems such as:

- sore mouth or throat
- cough
- shortness of breath
- nausea.

vaping-youth-resource-en-pdf.pdf (camh.ca)
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**Health risks associated to vaping**

- The vapor produced by the chemicals in e-liquid, enter the person’s whose using’s lungs and leave chemical residue behind. This means that even vapes without nicotine could expose that person to chemicals, that may lead to lung damage.
- Also, many vapes have nicotine, which is known to have effects on the cardiovascular system.
- Ear, Eye and Throat Irritation is common among people who use vape products
- And perhaps one of the most worrisome is the possibility of more young people developing an addiction to nicotine
- Nicotine and cannabis use in early adolescence can cause changes in the brain which we will talk about next.

Vaping liquids may have high levels of nicotine. This can affect someone’s health if the e-liquid is swallowed, breathed in, or spilled on skin or in the eyes. For people who vape, it is important to keep the vaping device away from younger children and pets to avoid nicotine poisoning.

[Link to vaping-youth-resource-en-pdf.pdf](https://camh.ca)

**If students, ask about Diacetyl:**

Diacetyl is a flavouring chemical used to give butter-like and other flavours to food products, as well as vaping products. The chemical is linked to a serious and irreversible lung disease called bronchiolitis obliterans that results in thickening and narrowing of the smallest airways of the lungs. Symptoms include a dry cough, shortness of breath, wheezing, and feeling tired. It is commonly known as “popcorn lung” because it was discovered in workers in popcorn factories a long time ago who developed the lung disease after inhaling heated flavours such as diacetyl.

However, there have been no reports of popcorn lung occurring due to vaping.

***While once common in vaping products, steps have been taken to reduce its use. (Health Canada)***

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**Cannabis use and youth**

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More research is needed to understand the full effects of frequent and long-term cannabis vaping. We do know the effects of smoking cannabis which we will review. A young brain is more at risk to the effects of using cannabis because:

1. The brain grows and develops until about 25 years old.
2. Brain development happens rapidly in youth.
3. Using cannabis during youth is associated with changes to the brain structure and function, that may not be reversible.
4. Using cannabis often before 25 years old can affect the way the brain grows and develops.
5. During the adolescence, the brain goes through changes to develop the “thinking brain”; the thinking brain controls important things like decision-making, judgement and problem solving; the THC in cannabis hijacks the system causing the thinking brain to not develop normally; when the thinking brain is not well developed, youth rely on their “emotional brain” instead which can cause things like poor decision-making.
6. These changes may make it harder to learn, pay attention and remember important things.
7. In the short-term, cannabis impairment can cause poor decision-making and/or risky decisions; it can also affect decision making long term because of the effects on the thinking brain.
8. To help the brain reach its full potential for life, it someone does choose to use cannabis, it is best to delay use of cannabis until the mid-20’s.

Cannabis can also have an impact on a young person’s mental health as it is associated with an increased risk of developing or worsening disorders related to anxiety, depression, and other mental illnesses.
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<table>
<thead>
<tr>
<th>Slide 14</th>
<th>Nicotine</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nicotine is a stimulant which increases heart rate and blood pressure; it can affect brain development - affect memory and concentration (potentially harm a developing brain). The changes that nicotine causes in the brain can make nicotine dependence much more likely in youth.</td>
<td></td>
</tr>
<tr>
<td>2. Once inhaled, nicotine can take 10 seconds to hit the brain and release dopamine; the more someone vapes nicotine the higher the chance of nicotine use disorder (a substance use disorder – will discuss next).</td>
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<tr>
<td>3. Dopamine is the hormone responsible for feelings of pleasure &amp; happiness.</td>
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<tr>
<td>4. It can also increase risks for mood disorders later in life such as depression and anxiety, and may cause reduced impulse control</td>
<td></td>
</tr>
</tbody>
</table>

**Additional information:**

**Can vaping products help youth to quit smoking cigarettes?**

1. Although some people say that vapour products have helped them to quit smoking cigarettes, more research is needed on the effectiveness of vapour products as a smoking cessation aid.
2. To date, no vapour product has been licensed by Health Canada to treat nicotine dependence.
3. Ottawa Public Health recommends that you talk to your health care professional for support and advice to reduce or quit smoking.
4. People in search of nicotine replacement therapy (NRT) should use products that have been proven safe and effective; these products include the nicotine inhaler, patch, lozenge and gum.

<table>
<thead>
<tr>
<th>Slide 15</th>
<th>What about second-hand exposure to vapour?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Second-hand vapour comes from what the user exhales, however if you don’t know what they are inhaling, it is hard to know what is exhaled.</td>
<td></td>
</tr>
<tr>
<td>• Evidence suggests it has some of the same chemicals as tobacco smoke but in lower amounts: Nicotine, formaldehyde, and heavy metals.</td>
<td></td>
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<tr>
<td>• <strong>Even without nicotine or cannabis it is not harmless water vapour.</strong></td>
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</tbody>
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What about second-hand exposure to vapour?

- Because health effects of the second-hand vapour are unknown, it is especially important for youth, young adults, pregnant women and those planning a pregnancy to avoid exposure.

Vaping can have risks because...

E. All of the above. Vaping can increase your exposure to some harmful chemicals that could negatively affect your health. The health effects from exposure to second-hand vapour are still unknown.

What’s the difference?

- Physical dependence
  - People, including youth, can develop a physical dependence to cannabis. This can happen with any amount of cannabis used.
  - This means that their body gets used to regular amounts of cannabis and they will experience symptoms when they stop using it (withdrawal symptoms).
  - These symptoms include:
    - feeling irritable
    - having an upset stomach
    - having trouble sleeping
    - loss of appetite
    - Sweating

- Addiction
  - Changes how the brain works
  - The 4 C’s:
    - Compulsive use
    - Cravings
    - Loss of control

Slide 16

A. It has not been fully tested for safety.
B. Long-term effects are unknown.
C. There are possible health risks with vaping and second hand vapours.
D. All of the above.
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- People with a physical dependence to cannabis might feel like they cannot function without it or get anxious.
- Physical dependence can quickly lead to addiction. Both can happen to anyone, no matter their age.

**Addiction**

- Addiction refers to a complex medical condition that changes how the brain works.
- Addictions are defined by the 4 “C”s:
  - use becomes Compulsive (uncontrollable urge)
  - continues even with harmful Consequences: This means that they are unable to stop using the substance even though it’s causing problems with their health or in their social life (relationships with family and friends).
  - have Cravings (strong need for substance)
  - Feeling a loss of Control

<table>
<thead>
<tr>
<th>Slide 18</th>
<th>Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Addictions can develop to behaviors and processes:</strong></td>
<td><strong>Behaviours</strong></td>
</tr>
<tr>
<td>- Substance Use</td>
<td>- Another difference between Addictions and SUDs is that Addictions can be linked to certain behaviours, while SUDs are very specific to substances</td>
</tr>
<tr>
<td>- Gambling</td>
<td>- As of right now, Gambling is the only behavioral addictive disorder listed in the DSM-5</td>
</tr>
<tr>
<td>- Gaming</td>
<td>- But evidence is coming out on other behaviors that can also be addictive, such as gaming, exercise, sexual activity and excessive working. Meaning our brain can be affected in a way that makes these activities addictive.</td>
</tr>
<tr>
<td>- Technology</td>
<td>- The use of substances IS a behavior. Anyone who smokes cigarettes can tell you there are specific things they do that make them reach for a cigarette. You can see how the behavioral part of substance use paired with the physical tolerance to substances make it a complex medical condition</td>
</tr>
</tbody>
</table>

**Substance Use**

| Gambling | Exercise |
| Sexual activity | Excessive working |

**Technology**

| OttawaPublicHealth.ca/SchoolHealthOnline | SantePubliqueOttawa.ca/SanteScolaireEnLigne | 15 |
Some students may know someone who is living with an addiction. Emphasize the message of this slide.

Addiction often occurs due to a combination of factors. These include:

- **Genetic factors:** Some people are more vulnerable to the addictive properties of drugs and this can be inherited.
- **The way drugs interact with the brain:** Substances like alcohol, cannabis, and nicotine stimulate the brain in pleasurable ways, leading to a desire to repeat the experience. This is because substances that have addictive potential trigger the release of dopamine, a chemical associated with pleasure and reward in the brain.
- **The influence of others:** Factors such as the attitudes of peers, family, and culture towards substance use, as well as the home and community environment, can contribute to whether or not a person develops substance use issues.
- **Coping mechanism:** Some people turn to drugs in order to cope with stressful or difficult times, or even strong emotions. They then start relying on the substance to avoid feeling those strong emotions again and again.

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Slide 21

Why do some youth start vaping?

- Curiosity
- Peer Pressure
- Normalized – see family members, and friends vaping
- Marketing the industry uses to target youth – flavored vaping products, vaping in video games, movies, and shows.
- Don't think they will get addicted

Slide 22

Suggested Activity:

Play the video: *Vaping - Responding to Peer Influences* and use the questions on the screen to have group discussions with students.

Link to video: [https://www.youtube.com/watch?v=xdiaPaDJhWU](https://www.youtube.com/watch?v=xdiaPaDJhWU)

Additional key messaging to support the facilitator if proceeding with peer influences video from OPHEA (prompts):

- Just like physical or mental health, our substance use health can vary from one day to the next as we are faced with different circumstances.
- Research on vaping is emerging. This means the long-term health impacts are still unknown. Short-term health effects may include mouth or throat irritation, cough, shortness of breath, headache, nausea, vomiting and or diarrhea
- Sometimes a person may not realize there are problems happening with their substance use. Talking to them can help and may be the encouragement they need to seek help
  - Role model that you have asked for help in the past.
  - Ask if they might like to talk to someone for more information. If you find yourself having difficulty with this, see [Tips for Talking about Substance Use](#).
Peer pressure is pressure from your peers, influencing you to do something or strongly convincing you to do something you would not normally do yourself.

Some ways that people may try to influence you are by telling you it’s “cool” and that you’ll fit in better if you do it. True friends would never pressure you into doing something that you don’t want to do. It is important to know how to respond to peer pressure, and there are ways that you can say no to peer pressure.

It can be very difficult for people to refuse substances. We can support others who choose not to use substances by:

- Not commenting or questioning them
- Respecting their choices
- Backing them when they are being questioned or pestered by someone else

Examples of refusal techniques include:

- **Say “no thanks”**: Just say no, plainly and confidently. Just saying no without a lot of arguing and explaining is often the best and easiest response
- **Make an excuse**: Give a reason why you cannot use a substance. Sometimes backing up the “no” with evidence can give it more power. For example, if you are in sports or extracurriculars, say substances will interfere with your progress
- **Repeat yourself**: Sometimes it takes more than once. “I’m still not interested…” Just because someone continues to ask does not mean you have to give in
- **Suggest a different activity**: Like playing sports, listening to music, group yoga, going to the movies. By thinking of something better to do, you are offering everyone an “out.” You might be surprised who might take you up on it
- **Use humour**: Make a joke. Sometimes a witty one-liner or well-timed joke can lighten a serious mood and help deflect the attention
- **Walk away**: If all else fails (and you can do so safely), walk away. You do not have to stay if you feel uncomfortable. Find other people to talk to or call someone you trust to pick you up. With you leading the way, others who do not want to stay may follow you
There are many different reasons why someone may or may not use substances. This can look different for each person and can change overtime. It can be very difficult for people to say no to substances. Encourage youth to explore and practice ways of refusing substances that feels authentic to them. Have youth discuss options of what to do or say if someone offers them substances. Remind your group that not everyone will refuse substances. If youth choose to use substances, encourage them follow the party safer tips.

## Slide 24

<table>
<thead>
<tr>
<th>Healthy ways to boost dopamine levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise regularly</td>
</tr>
<tr>
<td>• Exercise is an amazing activity that not only keeps you physically active but also has the added benefit of increasing your endorphin levels and enhancing your mood. These positive effects can be experienced in as little as 10 minutes of engaging in fitness activities.</td>
</tr>
<tr>
<td>Eat healthy foods</td>
</tr>
<tr>
<td>• The food we consume plays a vital role in our emotional well-being. Our gut is often called our &quot;second brain&quot; due to the presence of numerous nerve cells that produce neurotransmitters, including dopamine, which are also found in our brain.</td>
</tr>
<tr>
<td>Get regular sleep</td>
</tr>
<tr>
<td>• Getting enough sleep is essential for our overall well-being due to a variety of reasons. Dopamine levels naturally increase upon waking in the morning and naturally decrease as evening approaches and we begin to feel tired.</td>
</tr>
<tr>
<td>Meditation/Spirituality</td>
</tr>
<tr>
<td>• Stress can naturally deplete dopamine in your body. To combat the impact of stress in your daily routine, engage in activities like massage therapy, meditation, or other mindfulness practices that can help you generate positive energy in your life.</td>
</tr>
</tbody>
</table>

[https://canadiancentreforaddictions.org/a-natural-high-healthy-ways-to-boost-dopamine/](https://canadiancentreforaddictions.org/a-natural-high-healthy-ways-to-boost-dopamine/)
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<table>
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<tr>
<th>Slide 25</th>
<th>Using positive coping strategies during stressful or difficult times:</th>
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<tbody>
<tr>
<td></td>
<td>- Helps to restore emotional balance and/or feel better about yourself</td>
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<tr>
<td></td>
<td>- Respectful of you, others, and property</td>
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<td>- Helps you to solve the problem</td>
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<td></td>
<td>- Examples:</td>
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<td>- Talk to a friend or a parent</td>
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<td>- Keep a journal</td>
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<td>- Text a friend (helps you connect with someone, but to be used in moderation)</td>
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<td>- Label your feelings and identify what is causing stress. (Example: “I am feeling sad/mad/nervous because…”)</td>
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<td>- Positive self-talk. (Example “I can do it”)</td>
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<td>- Break down a large task into smaller manageable pieces</td>
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**Using drugs to cope with stress or hard times is considered a negative coping strategy because it:**

- Does not restore emotional balance, and may make strong emotions (like anger) even worse
- May be harmful to you, others or property
- Does not solve the problem

May create more problems (e.g., physical or mental health problems, relationship problems, etc.)

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<tr>
<th>Slide 26</th>
<th>Reducing harm</th>
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<tbody>
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<td>What are some examples of reducing harm in our everyday lives?</td>
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<td>Some examples of reducing harm in our everyday lives: wearing a seatbelt, wearing a helmet while riding a bike. Wearing protective gear when playing sports, ex. shin guards when playing soccer.</td>
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**Stress is also another reason that students may choose to start vaping. Discuss other ways people can deal with stress that do not negatively affect health:**

- Taking a walk (or any other type of physical activity)
- Yoga
- Deep breathing exercises
- Talking to a friend, family member, or school staff
Facilitator Guide – Vaping (Grades 7 and 8)

What are some ways to reduce harms from vaping?
The Canadian lung association recommends the following:

- monitor for symptoms affecting your lung health and let your healthcare provider know you vape. If you smoke and are using vaping to quit, know that there is not a lot of evidence that vaping is effective for helping people quit smoking.
- talk to a health professional about clinically proven options for quitting - Nicotine Replacement Therapy (NRT) – explain what NRT is to students and give examples: the gum or the patch

Stigma

- To have negative feelings (prejudice) and negative behaviors (discrimination) toward people, includes having fixed ideas and judgements about people or groups of people.
- People can experience stigma for a variety of reasons: race, sexuality, gender identity, age, illness.
- An example of Stigma- we may think that people with mental health or substance use health challenges are different or not like us; or that they caused their own problems; or that they can simply get over their problems if they want to.

Why do we talk about stigma?

- Stigma can make people living with an addiction hide their symptoms and stop them from getting help, this can lead to poorer health.
- All of us have biases (a person prefers an idea and possibly does not give equal chance to a different idea) or prejudices we need to pay attention to and work to overcome.
- Stigma is one of the biggest reasons people who are living with an addiction don't get help or health care... OR don't tell people in their life, that they are closest to about the addiction. And
Facilitator Guide – Vaping (Grades 7 and 8)

this takes away support that is needed to get help and stay well. And we know that the sooner someone gets help, the better.

Preventing stigma

- We see that stigma can be a serious problem for many reasons. What can we do about this?
- There are many things we can all do:
  - Say positive things about the situation - helps provide hope to people
  - By correcting myths, rumours and stereotypes we can make sure that people have the correct information and are not causing panic and fear as well as creating more stigma.
  - Make sure that we do not use language that blames anyone for getting sick or having an illness.
  - Using person first language that recognizes someone as a person before describing personal characteristics or health conditions. Example: We wouldn’t say “They’re a cancer.” We’d say “They have cancer.” Same for an addiction, instead of referring to someone as an addict or an alcoholic, say a person living with an addiction or challenges with alcohol. The important thing to remember is we want people to feel they deserve and can get help if needed, using person first language can help people feel that way.
  - This respects people's worth and dignity. It focuses on medical terms, it encourages them to get help and avoids supporting negative stereotypes.
  - Explore your own feelings about a topic: Do you have some biases (a person prefers an idea and possibly does not give equal chance to a different idea) that you developed in your family, perhaps from your parents or friends.

Having compassion (feeling kindness and care for another person) and empathy (understanding what another person is going through, putting yourself in their situation to see how that might feel).
### Slide 28

#### Recovery
- Addiction is a medical condition and like other medical conditions a person may need help with their recovery.
- Treatment does work and recovery is possible.

#### Community resources: substance use health
- Your school’s addiction/guidance counsellor, family doctor or Nurse Practitioner (NP)
- AccessMHA.ca
  - An easier way to reach services in eastern Ontario’s system of care for mental health and addictions (16+) years
  - BreakingFreeOntario.ca
    - A free virtual tool for those experiencing substance use disorder available online for all Ontarians.
  - Rideauwood Addiction and Family Services
    - Rideauwood.ca (416-724-4381)
    - Ottawa: 613-741-2323
    - For ages up to 25 years and their family
    - National Overdose Prevention Line at 1-866-686-6666 (24/7)
    - Free Bling app for anonymous support (works with iOS and android phones)

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### Slide 29

#### Recovery
- We can’t make someone stop vaping, addiction is a medical condition and like other medical conditions a person may need help with their recovery.
- Treatment for addiction can work as well as treatments for other chronic medical conditions.
- Recovery is about a person feeling stronger and confident in a way that allows them to live their life in a meaningful way, regardless of illness or medical condition.
- Recovery can be different for every person; some people do not want to use substances at all.
- No use is not the only choice for recovery. Some people do better with using less substances or choosing safer ways to use their substance.

#### Community resources: substance use health
If you are vaping and need support speak to your family doctor or Nurse Practitioner (NP) or the addictions/guidance counsellor at your school, (discuss how students can access the addictions counsellor at the school).

Access MHA and 1Call1Click help people connect to the right mental health or substance use resource.
- You visit their website to complete a form.
- Once the form is completed a mental health and substance use professional will reach out to you to talk more
- They will connect you to the right resource.

BreakingFreeOnline.ca is available to everyone in Ontario. It is a free virtual care tool for those with a substance use disorder (accessible as an app or web browser).

Rideauwood Addiction and Family Services offer substance use, behavioural addictions and mental health services.
Community resources: mental health

If you know someone who needs help or who needs someone to talk about their mental health, these are some helpful resources:

- YSB Crisis Line @ 613-260-2360 (for people aged 12-18 years old) (EN/FR)
- Kids Help Phone: 1-800-668-6868 (Phone, Text, Live Chat) (EN/FR) for children and youth

Counselling Services
- Two resources that offer free and quick way to get counselling.
- All you have to do to get an appointment is call or visit their website

Want to learn more?

- https://capsa.ca/
- https://www.ccsa.ca/
- https://www.camh.ca/

Thank you for your time and attention!
Rural youth face unique barriers in obtaining Mental Health Support.

The goal of the Rural Ottawa Youth Mental Health Collective (ROYMHC) is to help rural Ottawa youth feel supported if they need mental health help and making sure they know where to go for support if they need it. We know there are challenges with accessing mental health supports that are unique to rural Ottawa youth. Whether it's distance, transportation, not knowing what resources exist, or a lack of privacy / ability to access existing resources, we are listening to your concerns and working hard to ensure that you feel supported.

Please introduce students to the Rural Ottawa Youth Website.
www.ruralottawayouth.ca

Go to rural Ottawa youth website and show them around:
- Go to homepage: see the “get help now” if it’s a crisis
- Go to “help in your area” to see what resources YOU can access (click to the map and help students to find their ward – then navigate to the resources specific to their ward.)
- If you’re in a specific school, go to THAT ward’s resources page to show them that they’ve got their own
- Book mark this website (take a picture)