

Facilitator Guide for Teachers and Educators

Substance Use Health: Vaping (Grades 9-12)

Introduction

This module provides educators who teach students in grade 9-12 with a lesson on vaping. The module supports the learning objectives of The Health & Physical Education Ontario Curriculum.

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)
- How cannabis can affect mental health
- Nicotine
- Physical dependence and withdrawal symptoms
- Addictions
- Second-hand exposure to vapour
- Vaping risks
- 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: August 2023

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Module

<p>Slide 1</p>	
<p>Slide 2</p> <p>Before we start...</p> <p>Lets cover some ground rules!</p> <p><i>*Reminder that support is always available at school. Other community resources will be also be shared at the end of the module.</i></p>	<p><u>Before we start...</u></p> <p>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.</p> <p>Here are some examples:</p> <ul style="list-style-type: none"> • 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. <p>*Please take the time to also review the considerations on page 3 of this guide.</p>
<p>Slide 3</p>	<p><u>What is vaping?</u></p> <ul style="list-style-type: none"> • 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.


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<p style="text-align: center;">What is vaping?</p>  <p style="text-align: center;"><small>OttawaPublicHealth.ca/SchoolHealthOnline</small></p>	
<p>Slide 4</p> <p style="text-align: center;">Vaping devices</p>  <p style="text-align: center;"><small>OttawaPublicHealth.ca/SchoolHealthOnline</small></p>	<p><u>Vaping devices</u></p> <p>Vaping products have evolved quite a bit over the years. According to the CDC there are four generations.</p> <p>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.</p> <p>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.</p> <p>The third-generation: <u>Tanks or Mods</u>- 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. <u>Sub-Ohm Tank</u> contains low resistance coils. It is designed to create a large cloud (aerosol) with a stronger delivery or hit of nicotine or other substances.</p> <p>The fourth –generation: <u>Pod Mods</u> - 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</p>

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	<p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>Images and content: https://www.cdc.gov/tobacco/basic_information/e-cigarettes/pdfs/ecigarette-or-vaping-products-visual-dictionary-508.pdf</p>
<p>Slide 5</p> <p>Vaping liquids (E-liquid)</p>  <p><small>OttawaPublicHealth.ca/SchoolHealthOnline</small></p>	<p><u>Vaping liquids (E-liquid)</u></p> <p>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.</p> <p>Canadian Lung Association: https://www.lung.ca/lung-health/vaping-what-you-need-know?qclid=EA1aIQobChMIldLG9MXw9QIVof_jBx2YDAtsEAAAYASAAEgKXbfD_BwE</p>
<p>Slide 6</p>	<p><u>Which of these chemicals have been found in vapour?</u></p>

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<p>Which of these chemicals have been found in vapour?</p> <p>A. Formaldehyde B. Nickel C. Aluminium D. All of the above.</p>	<p>D. All of the above</p>
<p>Slide 7</p> <p>The industry</p> 	<p><u>The industry</u></p> <p>It is important to understand the strategies being used by vape manufacturers, these same strategies have been used by Big Tobacco (cigarette companies).</p> <ul style="list-style-type: none"> • 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

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	<p>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 13)</p>
<p>Slide 8</p> <p>Marketing to youth</p>	<p><u>Marketing to youth</u></p> <p>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.</p> <p>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.</p> <p>Bottom image from: https://truthinitiative.org/research-resources/tobacco-industry-marketing/4-marketing-tactics-e-cigarette-companies-use-target</p>
<p>Slide 9</p> <p>Why do tobacco/vaping companies target YOUth?</p> <p>A. YOUth may have money. B. YOUth are developing their independence. C. YOUth can replace consumers who have quit. D. YOUth will live longer and buy more cigarettes/vapes than adults. E. All of the above.</p>	<p><u>Why do tobacco/vaping companies target YOUth?</u></p> <p>E. All of the above</p> <p>https://tobaccofreeca.com/tobacco-industry/kids-are-big-tobaccos-replacement-customers/</p>
<p>Slide 10</p>	<p><u>What is the law?</u></p> <p>Smoke Free Ottawa - since 2001</p> <ul style="list-style-type: none"> 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.

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What is the law?

- No smoking or vaping:
 - anywhere on school property
 - 20m from perimeter of school or community center grounds
 - enclosed workplaces or public spaces
 - 9m from a restaurant or bar patio
- The fine for vaping in a prohibited area is \$ 305.00.
- It is against the law to give or sell vapour products to youth under the age of 19.



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 met 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;
- 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](https://www2.gov.bc.ca/gov2/othergov2/othergov2_content.aspx?id=6622)



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	<p>Rules for selling tobacco and vapour products in Ontario - On July 1, 2020, the following changes came into effect in Ontario:</p> <ul style="list-style-type: none"> • 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 millilitre) 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). <p>Rules for selling tobacco and vapour products ontario.ca</p> <p>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</p>
<p>Slide 11</p> <p>Short-term health risks</p> <ul style="list-style-type: none"> ■ Mouth and throat irritation ■ Cough ■ Shortness of breath ■ Nausea  <p><small>OttawaPublicHealth.ca/SchoolHealthOnline</small></p>	<p><u><i>Health risks to vape user</i></u></p> <p>Did you know that almost 50% of youth think vaping has little or no health risks? That's not true</p> <p>Vaping — even for a short time — can cause problems such as:</p> <ul style="list-style-type: none"> • sore mouth or throat • cough • shortness of breath • nausea. <p>vaping-youth-resource-en-pdf.pdf (camh.ca)</p>


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<p>Health risks associated to vaping</p> <ul style="list-style-type: none"> ■ Lung damage ■ Effects on cardiovascular system ■ Ears, eyes and throat irritation ■ Effects on the developing brain ■ Nicotine poisoning 	<ul style="list-style-type: none"> • 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. <p>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.</p> <p>vaping-youth-resource-en-pdf.pdf (camh.ca)</p> <p>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.</p> <p>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)</p>
<p>Slide 13</p>	<p><u><i>Cannabis use and youth</i></u></p> <p>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:</p>

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<p>Cannabis use and youth</p> <ul style="list-style-type: none"> ■ Cannabis use by youth can: <ul style="list-style-type: none"> • effect brain function which may not be reversible • impact decision-making, judgement and problem solving • lead to poor decision-making • contribute to difficulty learning, paying attention and remembering things  <p><small>OttawaPublicHealth.ca/SchoolHealthOnline</small></p>	<ol style="list-style-type: none"> 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, if someone does choose to use cannabis, it is best to delay use of cannabis until the mid-20’s <p>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.</p>
<p>Slide 14</p> <p>Nicotine</p> <ul style="list-style-type: none"> ■ Nicotine is a stimulant which increases heart rate and blood pressure ■ Can reach the brain in 10 seconds ■ Can affect brain development, memory and concentration  <p><small>OttawaPublicHealth.ca/SchoolHealthOnline</small></p>	<p><u>Nicotine</u></p> <ol style="list-style-type: none"> 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. 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). 3. Dopamine is the hormone responsible for feelings of pleasure & happiness. 4. It can also increase risks for mood disorders later in life such as depression and anxiety, and may cause reduced impulse control

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	<p>Additional information: Can vaping products help youth to quit smoking cigarettes?</p> <ol style="list-style-type: none"> 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.
<p>Slide 15</p> <p>What about second-hand exposure to vapour?</p>  <p><small>OttawaPublicHealth.ca/SchoolHealthOnline</small></p>	<p><u>What about second-hand exposure to vapour?</u></p> <ul style="list-style-type: none"> • 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. • Evidence suggests it has some of the same chemicals as tobacco smoke but in lower amounts: Nicotine, formaldehyde, and heavy metals. • Even without nicotine or cannabis it is not harmless water 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.
<p>Slide 16</p> <p>Vaping can have risks because...</p> <ol style="list-style-type: none"> 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. <p><small>OttawaPublicHealth.ca/SchoolHealthOnline</small></p>	<p><u>Vaping can have risks because...</u></p> <p>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.</p>


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<p>Slide 17</p> <p>Physical dependence</p> <ul style="list-style-type: none"> ■ The body gets used to regular amounts of cannabis or nicotine. ■ Withdrawal symptoms will be experienced when the body detects an absence or decrease of the substance. ■ A person who regularly vapes THC or nicotine may feel like they can't function without it and get anxious. <p>↳ Youth can be even more heavily impacted!</p> <p><small>OttawaPublicHealth.ca/SchoolHealthOnline</small></p>	<p><u>Physical dependence</u></p> <ul style="list-style-type: none"> ● Physical (body) response to cannabis or nicotine, as the body gets used to regular amounts; can happen with any amount. ● Vaping THC or nicotine often while you are a teenager can make your body and mind need it more and make it hard to stop vaping. ● A person who regularly vapes THC or nicotine may feel like they can't function without it and get anxious. ● Other possible symptoms when someone stops vaping THC or nicotine (withdrawal): THC - irritability, upset stomach, trouble sleeping, loss of appetite and sweating. Nicotine - anxiety, irritability, restlessness, feeling tired, trouble sleeping and concentrating.
<p>Slide 18</p> <p>Addiction</p> <ul style="list-style-type: none"> ■ Medical condition ■ Anyone can develop an addiction ■ Changes how the brain works ■ Behaviors (i.e. gambling, gaming) ■ The 4 C's: <ul style="list-style-type: none"> • use becomes Compulsive (uncontrollable urge) • continues even with harmful Consequences • have Cravings (strong need for substance) • Feeling a loss of Control <p>Addictions are not a choice and does not mean someone is bad or weak.</p> <p><small>OttawaPublicHealth.ca/SchoolHealthOnline</small></p>	<p><u>Addiction</u></p> <ul style="list-style-type: none"> ● Addiction refers to a complex medical condition that changes how the brain works [affecting a person's reward, motivation (when we want to do something), stress, and executive function systems (allow us to plan, pay attention, remember instructions, and keep track of what we are doing)]. ● Addictions can be related to some behaviors like gambling, gaming, and working out too much. People who smoke cigarettes often say there are certain routines in their day that make them want a cigarette, for example, talking on the phone with a friend. They also feel less stress when they have a cigarette in their hand and through hand to mouth gestures. ● Addictions are defined by the 4 "C"s: <ul style="list-style-type: none"> ○ use becomes Compulsive (uncontrollable urge) ○ continues even with harmful Consequences ○ have Cravings (strong need for substance) ○ Feeling a loss of Control ● Substance Use Disorder is more than just the 4 C's. The signs and symptoms that would lead to a diagnosis of SUD will be discussed after addiction. ● Even though there is a difference between Addictions and Substance Use Disorders, they are closely related

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	<ul style="list-style-type: none"> • The 4 C's that make up Addiction are a good tool for reflection for someone questioning their relationship with substances. • Anyone can develop an addiction or a SUD. We all grew up in different environments, with different relationships, been through different life events and have different risk factors, all of which can affect our brain. • It is a sign of strength to reach out for help and people are not alone, there are supports that can help. • We discuss resources at the end of the presentation.
<p>Slide 19</p> <p style="text-align: center;">Behaviours</p> <p>Addictions can develop to behaviors and processes:</p> <ul style="list-style-type: none"> ■ Substance Use ■ Exercise ■ Gambling ■ Sexual activity ■ Gaming ■ Excessive working ■ Technology <p><small>OttawaPublicHealth.ca/SchoolHealthOnline</small></p>	<p><u>Behaviours</u></p> <ul style="list-style-type: none"> • Another difference between Addictions and SUDs is that Addictions can be linked to certain behaviours, while SUDs are very specific to substances • As of right now, Gambling is the only behavioral addictive disorder listed in the DSM-5 • 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. <p>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</p>
<p>Slide 22</p> <p style="text-align: center;">Why do youth start vaping?</p> <ul style="list-style-type: none"> ■ Curiosity ■ Peer pressure or wanting to fit in ■ Normalized ■ Marketing <p><small>OttawaPublicHealth.ca/SchoolHealthOnline</small></p>	<p>Why do some youth start vaping?</p> <ul style="list-style-type: none"> • 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


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<p>Slide 23</p> <p>Reducing harm</p>  <p><small>OttawaPublicHealth.ca/SchoolHealthOnline</small></p>	<p><u>Reducing harm</u></p> <p>What are some examples of reducing harm in our everyday lives? 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.</p> <p>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:</p> <ul style="list-style-type: none"> • Taking a walk (or any other type of physical activity) • Yoga • Deep breathing exercises • Talking to a friend, family member, or school staff • Journaling • Watching a funny movie • Reading • Listening to music that makes you feel better • Ask for help if feeling like it's too much to handle alone <p>What are some ways to reduce harms from vaping? The Canadian lung association recommends the following:</p> <ul style="list-style-type: none"> • 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
<p>Slide 24</p>	<p><u>Stigma</u></p> <ul style="list-style-type: none"> • 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.

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<p style="text-align: center;">Stigma</p> <ul style="list-style-type: none"> Stigma can make people living with an addiction hide their symptoms and stop them from getting help, which can lead to poorer health. <p style="font-size: small;">OttawaPublicHealth.ca/SchoolHealthOnline</p>	<ul style="list-style-type: none"> 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. <p><u>Why do we talk about stigma?</u></p> <ul style="list-style-type: none"> 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 this takes away support that is needed to get help and stay well. And we know that the sooner someone gets help, the better. <p><u>Preventing stigma</u></p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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.
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	<ul style="list-style-type: none"> ○ 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. <p>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).</p>
<p>Slide 25</p> <p>Recovery</p> <ul style="list-style-type: none"> ■ 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.  <p><small>OttawaPublicHealth.ca/SchoolHealthOnline</small></p>	<p><u>Recovery</u></p> <ul style="list-style-type: none"> ● 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.
<p>Slide 26</p> <p>Community resources: substance use health</p> <ul style="list-style-type: none"> ■ Your school's addiction/guidance counsellor, family doctor or Nurse Practitioner (NP) ■ Access MHA.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 free for all Ontarians ■ Rideauwood Addiction and Family Services Rideauwood.org 613-724-4881 ■ 1call1click.ca For ages up to 21 years and their family ■ National Overdose Prevention Line at 1 -888-688-NORS (6677) ■ Free Brave app for anonymous support (works with IOS and android phones) <p><small>OttawaPublicHealth.ca/SchoolHealthOnline</small></p>	<p><u>Community resources; substance use health</u></p> <p>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).</p> <p>Access MHA and 1Call1Click help people connect to the right mental health or substance use resource.</p> <ul style="list-style-type: none"> ● 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. <p>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).</p>



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	<p>Rideauwood Addiction and Family Services offer substance use, behavioural addictions and mental health services.</p>
<p>Slide 27</p> <p>Community resources: mental health</p> <p>24/7 Crisis Support</p> <ul style="list-style-type: none"> ■ Mental Health Crisis Line, at 613-722-6914 (for people 16+ years old) ■ Youth Services Bureau at 613 -260-2360 or Crisis Chat: www.yvb.ca ■ Kids Help Phone at 1-800-668-6868, text CONNECT to 686868 <ul style="list-style-type: none"> • Live Chat (open 7 pm – midnight ET); https://kidshelpline.ca/live-chat/ <p>Counselling Services</p> <ul style="list-style-type: none"> ■ Walk in Counselling Clinics at walkincounselling.com or 613 -755-2277 <ul style="list-style-type: none"> • Services in English, French, Arabic, Spanish, Somali, Cantonese and Mandarin at a variety of different locations. <p>Counselling Connect at counsellingconnect.org</p> <ul style="list-style-type: none"> ■ Provides free quick way to get phone or video counselling. <p><small>OttawaPublicHealth.ca/SchoolHealthOnline</small></p>	<p><u><i>Community resources: mental health</i></u></p> <p>If you know someone who needs help or who needs someone to talk to about their mental health, these are some helpful resources</p> <ul style="list-style-type: none"> • 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 <p>Counselling Services</p> <ul style="list-style-type: none"> • 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
<p>Slide 28</p> <p>Want to learn more?</p> <ul style="list-style-type: none"> ■ Ottawa Public Health ■ The LINK Ottawa ■ Community Addictions Peer Support Association (CAPSA) ■ Health Canada ■ Canadian Centre on Substance Use and Addiction (CCSA) ■ Centre for Addiction and Mental Health (CAMH) ■ Centers for Disease Control (CDC) <p><small>OttawaPublicHealth.ca/SchoolHealthOnline</small></p>	<p>Want to learn more?</p> <ul style="list-style-type: none"> • https://www.ottawapublichealth.ca/en/public-health-topics/drugs.aspx • https://www.thelinkottawa.ca/en/alcohol-drugs-and-tobacco/substances.aspx • https://www.ottawapublichealth.ca/en/public-health-services/stop-overdose-ottawa.aspx • https://capsa.ca/ • https://www.ccsa.ca/ • https://www.camh.ca/ • https://www.canada.ca/en/health-canada.html <p><i>Thank you for your time and attention!</i></p>
<p>Slide 29</p>	<p>(Slide for Rural Schools only)</p> <p>Rural youth face unique barriers in obtaining Mental Health Support.</p>

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Located in a rural area?

Here's where to find help :

Mental Health Support



for rural Ottawa youth

www.ruralottawayouth.ca



@RuralOttawaYouth

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)