

The Ontario Curriculum – 2019

Health and Physical Education

Curriculum Guidelines for Grade 5

Substance Use, Addictions, and Related Behaviours

D1.2 Describe the short- and long-term effects of alcohol use, and identify factors that can affect intoxication (e.g., amount consumed, speed of consumption, sex, body size, emotional state; combinations with other drugs, such as cannabis, food, or substances such as energy drinks).

Teacher prompt: “Drinking even a small amount of alcohol can affect your body. The more you drink, the greater the effects. What are the short-term effects of alcohol use?”

Student: “Short-term effects can include relaxation but also reduced coordination, higher body temperature, slower reflexes, drowsiness, lowered inhibitions, slurred speech, and problems making good decisions. Alcohol can be dangerous if it’s used with cannabis, because using cannabis and alcohol together increases impairment. Becoming drunk, or intoxicated, could lead to vomiting, loss of consciousness, or even alcohol poisoning. If any of these things happen, medical attention is needed.”

Teacher: “What long-term consequences can result from alcohol abuse?”

Student: “Addiction, liver damage, financial problems, family or relationship issues, and emotional and mental problems are some of the consequences of long-term problematic alcohol use. People who consume alcohol in a harmful way may lose interest in school or in activities they used to find enjoyable.”

D2.3 Demonstrate the ability to apply decision-making, assertiveness, and refusal skills to deal with pressures pertaining to alcohol use or other behaviours that could later lead to addiction (e.g., smoking, vaping, drug use, gambling, video game use).

Teacher prompt: “What might you do if someone is pressuring you to try alcohol or a cigarette?”

Student: “I can try to avoid situations where I might be offered alcohol or cigarettes. If I can’t, I can say strongly and clearly that I do not want to participate. I can also mention problems that I’d rather avoid, like bad breath, disease, and impairment – or I can just make a joke and change the subject.”

D3.3 Identify personal and social factors (e.g., emotional, physical, mental, spiritual, cultural, legal, media, and peer influences) that can affect a person’s decision to drink alcohol or use cannabis at different points in their life.

Teacher prompt: “How realistic are the messages that we get from the media about drinking alcohol and using cannabis?”

Student: “On shows and in movies, you see people having fun, being sociable, and doing cool things while drinking or using cannabis, or drinking and smoking because they feel stressed. You do not often see images in the media of someone who has passed out or who has caused a car crash or who is in an abusive relationship because of alcohol or cannabis. I can think of other ways to manage stress – such as talking to a friend or throwing a ball for my dog.”

Teacher prompt: “Some adults choose to drink alcohol or use cannabis in social settings or during celebrations. How is this different from a young person drinking alcohol or using cannabis?”

Student: “It is legal for adults to drink alcohol and use cannabis. Drinking in moderation, avoiding becoming impaired, and following the law about using substances and driving are some of the responsibilities that adults who choose to drink alcohol or use cannabis have to accept.”