**Activity #1**

Temperature Test

**Objectives**

* Students will be aware that these statements are neither true nor false, there can be a range of values and beliefs.
* Students will be reminded to be respectful of those that feel differently on subjects.

**Instructions**

Read the questions below and ask students to go to one side of the classroom according to how strongly they agree or disagree with the statements. Strongly agree (left side of classroom); neutral (middle of classroom) disagree (right side of classroom).

Questions:

* Chocolate ice cream is better than vanilla ice cream
* Legalizing pot is a good idea
* I deal with stress in a healthy way
* Winter is the best season in the Yukon
* Pot has medicinal properties
* In the Yukon, you have to be 19 to buy alcohol and weed
* Driving high is safer than driving drunk
* Tim Hortons is better than Starbucks
* If weed is getting legalized, it must be safe

**Speaking points**

Not everyone agreed on each questions. We are all going to have different values, opinions and beliefs. It’s important to be respectful of other people even when you both feel different about something. Especially important when we are talking about topics such as cannabis.

**Materials**

* None

**Activity #2**

Pretzel Pusher

**Objectives**

* Students can identify the factors in their decision making.
* Students will engage with and practice refusal skills.

**Materials**

* Small bags of pretzels
* Hand out cards for each person (see below)

**Instructions**

Pair up students, hand out pretzels and student instruction cards (see below). Based on the instruction card, students will eat or avoid eating the pretzels. Ask students to keep their instruction card private.

Discussion questions: Did your partner eat the pretzels? Was difficult to say no, what made it difficult? What strategies worked well for saying no? What was it like eating pretzels if you didn’t want to? What about if you were hungry? Other factors that made saying no difficult?

Speaking points:

* The reality is that saying no is tough. In this case, you’re just saying no to some pretzels but when it comes to parties and pot, it might be harder to say no.
* Take time to consider your values (e.g. family, peer group, faith, religion, culture) in how you are going to make that decision before you get asked.

**Speaking points**

* The reality is that saying no is tough. In this case, you’re just saying no to some pretzels but when it comes to parties and pot, it might be harder to say no.
* Take time to consider your values (e.g. family, peer group, faith, religion, culture) and how they can help you make that decision before you get asked.

**Activity #3**

Hockey Prep

**Objectives**

* Students can make the connection between the skills needed for hockey and driving
* Students will be able to identify the risks involved with, and law relating to, driving impaired

**Materials**

* Whiteboard and markers

**Instructions**

Write PREP, PROTECT, and DISTRACTIONS on the board.

Ask students to “imagine they are a hockey goalie. What type of things do they need to do before the game?”

List responses under PREP (e.g. helmet, skates, stick, pads, be hydrated).

Ask what do they need to protect their goal?” List responses under PROTECT (e.g. fast, responsive, awareness, knowledge of the game…).

Ask “what types of distractions might occur during their game?” List responses under DISTRACTIONS (e.g. crowd, other players, tired, pain).

Discuss the relationship between hockey and driving. We need to be focused, responsive, know the rules, deal with distractions…and this isn’t possible while under the influence.

**Speaking Points**

* Cannabis increases the risk of a motor vehicle accident by impairing the drives’ reaction time, coordination, and concentration.
* In Canada, adolescents between 15-19 years old are the most likely to drive after suing cannabis.
* It’s not legal, make other arrangements to get to where you need to go.

**Activity #4**

Scenario Solvers

**Objectives**

* Students will be able to identify factors in decision-making and the risks and benefits of those choices
* Students will be challenged to think of what refusal skills might be necessary

**Instructions**

Ask students to work through a scenario (see below) as a team or individually. Have them review a few options and what the pros and cons of each choice would be. Then have them indicate which options they would choose and why.

If desired, have the students share their scenario with the rest of the class.

**Speaking Points**

* Was it obvious what option you would choose?
* Who might that decision impact and how?
* What factors were considered in making that decision?

**Materials**

* Scenarios cards (see below)

**Activity #5**

Cannabis Conversations

**Objectives**

* Students will recognize binary constructs (cannabis is good or bad), and its limitation in addressing substance use
* Students will strengthen their capacity for empathy and sensitivity for others

**Instructions**

Show a graph of the youth’s most common reasons for using marijuana (see below).

Ask: “What surprises you about the results?”

Ask: “Would the results be different if the graph showed what parents/teachers thought the reasons were?”

Divide the group into small groups of 2-4 students. Provide each group with one of the group hand out cards (see below).

When a group reports being done, hand out post-it notes and have them write on empathic statement or feeling or idea that they might say to this person and have them attach the post-it to the large piece of paper.

When everyone has completed the task, have each group get up and present their work.

**Speaking points**

* These are real responses and quotes from youth. Was there anything that surprised you about the quotes?

**Materials**

* Large sheets of paper and markers
* Quotes and questions written out on sheets of paper for each group (see below)
* Post it notes and writing utensils

**Activity #6**

What’s Your View?

**Objectives**

* Students can explore and establish what their current views and biases are

**Materials**

* Writing utensils and paper for individual reflections

**Instructions**

Have the group individually reflect on their own views by individually completing the following six statements:

-Parties with drugs and alcohol are…

-To me, the difference between drug use and drug abuse is….

-Going to school (work) stoned is…..

-Legalization of pot is….

-One thing I don’t believe about drugs is….

-Hearing someone brag about how wasted they got is…

Have the students then pair up and take five minutes to share 3 of their responses.

**Speaking points**

* Ask the group if anyone would like to share anything that came up for them?
* Were you persuaded at all by what your partner shared?

**Activity #7**

Fact or False

**Objectives**

* Students can explore cannabis myths

**Materials**

* Fact or False statements for the class

**Instructions**

Read off a statement and have the students determine whether it is FACT or FALSE.

Statements:

* Fact or False: People can develop a dependence to cannabis (Fact, 1 in 6 individuals who use cannabis during adolescence will experience problematic use, physical dependence and/or withdrawal symptoms).
* Fact or False: Pot potency has been increasing over the years (Fact, THC levels can be up to 30%, which is quite a bit more than the 4-12% from the “Woodstock days”. Concentrate products can be as high as 90%)
* Fact or False: You can’t overdose on pot (Hmmmm, poisoning or “greening out” effects look like rapid heart rate, hallucinations, amnesia, and panic attacks. Lots of times, people go to the hospital. As of yet, there have been no deaths from pot alone.)
* Fact or False: it’s natural so it’s healthy (False, lots of things are listed as natural and aren’t healthy such as tobacco, arsenic, mercury…)
* Fact or False: it is safe to drive high (False, cannabis impairs the cognitive and motor abilities necessary to operate a motor vehicle and double the risk of crash. It’s also against the law)
* Fact or False: everyone uses pot. (False, about 75% of youth reported not using marijuana)

**Tips for teachers**

* Put a few Fact or False questions throughout your presentation to break it up and help lead into the next discussion/activity/speaking point.

**Pretzel Pusher instruction cards**

**Person B** Feel free to eat the pretzels. Try to convince your partner that they should have some too. Be persistent.

**Person A**Practice your refusal skills. No matter what the other person suggest, don’t eat the pretzels.

**Scenario Cards**

You are at a family gathering. When you step outside your uncle and cousins are smoking a joint. They offer you some. What do you do?

Your crush has finally asked you out! They decide to pick you up and take you to a party. When it’s time to leave, you realize they just smoked a joint. What do you do?

You drive to a friend's party with the intention of staying over and driving home in the morning. At the party, you and your friend get into a fight and she no longer wants you to stay over. You've eaten a weed brownie and it’s starting to kick in. What do you do?

You are at a party with your friend’s parents. Both of them have been drinking and smoking pot. When it’s time to leave, the dad grabs his keys; he is going to drive you and his family home. What do you do?

You use pot occasionally when it’s offered to you. Never before school and only on a weekend. On Friday after school, you are asked by your parents to look after your little brother until they are back. A friend stops by with a joint and offers you some. What do you do?

You and some friends are at a cabin for a long weekend. It’s perfect fishing conditions, but the only one person who knows how to drive the boat has been smoking joints all afternoon. They insist that it's not like driving a car and they've driven a boat hundreds of times. What do you do?

You tend to have lots of energy most of the time. Everyone else seems laid back to you. Your brother tells you to smoke pot to “chill out a little”. What do you do?

You wake up feeling a little sick to your stomach and notice you are already late for school. Your sister tells you to have a puff from her bong to help you get through it. What do you do?

You don’t feel good about your appearance at all. You get called names and are made fun of by others at school. You are thinking of trying pot to see if it helps. What do you do?

You wake up feeling a little sick to your stomach and notice you are already late for school. Your sister tells you to have a puff from her bong to help you get through it. What do you do?

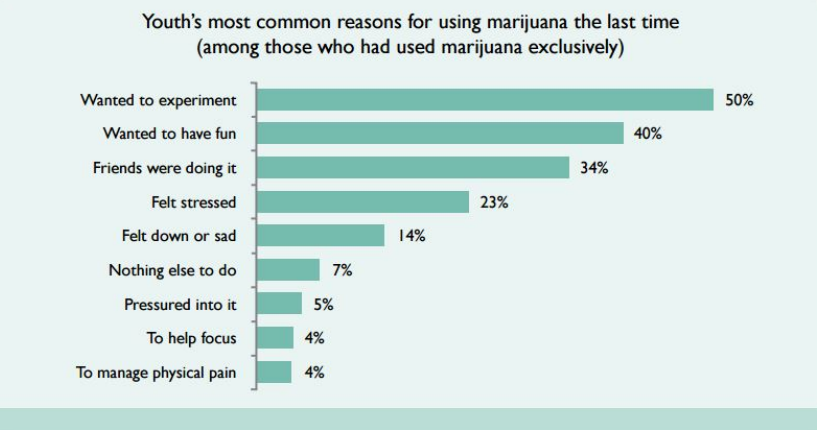
It is a Saturday night and you are babysitting for a family across town. The mother of the child has agreed to drive you home. When she gets home you think she seems pretty high. What do you do?

You are driving with your friend when you notice that the car in front of you is swerving. What do you do?

You are at a family gathering. When you step outside your uncle and cousins are smoking a joint. They offer you some. What do you do?

Lately you have been feeling depressed. A friend tells you that pot helps them to feel happier and offers some to you. What do you do?

**Cannabis Conversations Handout Cards**



**Group 1:**

“It gives me a really detached feeling. Like I am watching my life at the theatre”

Discussion Questions:

* How does the student describe their experiences with cannabis?
* What makes people want to feel detached?
* What emotions do you think this student feels?
* In what ways do you think cannabis is useful to this student?
* In what ways is cannabis use harmful to this student?

**Group 2:**

“I heavily use marijuana. It helps me find new ways of coping in life and it has helped me realize that I do not need to commit suicide”

Discussion Questions:

* What emotions do you think the student who wrote this statement feels?
* How does the students describe their experience with cannabis?
* List some ways of dealing with this struggle.

**Group 3:**

“I have smoked weed 76 times in the past 30 days…It helps me relieve stress, manage anger, it acts as my anti-depressant AND anxiety reliever, it calms me down, helps me make it through the day”

Discussion Questions:

* What emotions do you think the student who wrote this statement feels?
* How do the students describe their experience with cannabis?
* In what ways do you think cannabis is useful to this student?
* In what ways is cannabis use harmful to this student?
* List other ways of dealing with this struggle.

**Group 4:**

“My community is very boring. Kids around here lose interest in activity and continue to use drugs and alcohol. If there was more of a focus on youth activity, I can guarantee the depression, inactivity, and drug use would go down significantly. To whomever is reading this I hope that my message gets passed on”.

Discussion Questions:

* Who is responsible for fixing a boring community?
* How can you help to build a community that is more fun and engaging?
* How can someone increase their connectedness with their community, family, or school?

**Group 5:**

“I don’t know why I use marijuana. I have to smoke a lot to get high and it’s a waste of time and money.”

* Why do you think this student is saying that smoking pot is a “waste of time”?
* How would you interpret the quote “I don’t know why I smoke…”?
* Did you ever experience mixed feeling about something you were part of? How did you come to resolve the issue?
* How can you help someone who has mixed feeling about something? What is not likely to be helpful?

**Other potential quotes for more group discussion:**

“Marijuana makes me happier”.

“I do marijuana once a year (family tradition)”.

“I live in a dangerous area. My Dad and older brother smoke weed, boyfriend is a stoner. I am exposed to weed daily”.

“I used marijuana for 2 years every day after an encounter with a pedophile at age 12.”

“You did not ask how drugs/alcohol have affected me in a positive way. i.e., I’m not suicidal anymore because of pot.”

“I get bullied because of my weight. My friends want me to do weed and I’m curious.”

*Adapted from iMinds, Youth Voices on Marijuana, 2016. https://www.uvic.ca/research/centres/cisur/assets/docs/iminds/youth-voices-marijuana.p*df