

REDUCING SUBSTANCE USE

Tobacco, E-Cigarettes, Alcohol, Cannabis, Illicit Drugs



A school-based toolkit

SUPPORTING THE FOUNDATIONS FOR A HEALTHY SCHOOL



REDUCING SUBSTANCE USE

Tobacco, E-Cigarettes, Alcohol, Cannabis, Illicit Drugs

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Original Source: Ministry of Education, Foundations for a Healthy School: A Companion Resource to the K-12 School Effectiveness Framework (<http://www.edu.gov.on.ca/eng/healthyschools/resourceF4HS.pdf>)

Reducing Substance Use

The average age of
first substance use
in Ontario Youth is

14-15
years old

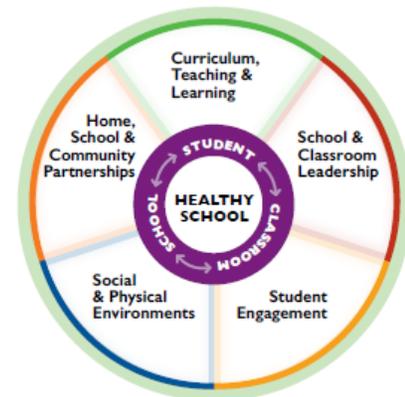
Purpose:

The purpose of this resource is to provide educators and parents with strategies to reduce substance use among youth. Strategies target curriculum, teaching & learning, social and physical environments, school & classroom leadership, as well as student engagement and home, school & community partnerships.

How was this resource developed?

This toolkit was designed to support the Foundations for a Healthy School Resource. It recommends that health topics are addressed across each of the components of the framework which include:

- Curriculum, teaching & learning;
- School & classroom leadership;
- Student engagement;
- Social & physical environment;
- Home, school, & community partnerships.



For more information about the Foundations for a Healthy School visit <http://www.edu.gov.on.ca/eng/healthyschools/foundations.html>.

The evidence clearly indicates that for an initiative in the school setting to be impactful, it has to be multicomponent and delivered over long periods of time versus single component or “one off” programming. Therefore, strategies outlined in this toolkit are identified as aligning with the components of the framework.

Why do we need to decrease substance use among youth?

The use and misuse of substances among youth can have profound consequences. Substance misuse can lead to poor academic performance, problematic behaviour at school, physical and mental health-related concerns, and unhealthy relationships, and an increase in violence and risk taking behaviours (Busch, Loyen, Lodder, Schrijvers, van Yperen et al., 2014; Sculte & Hser, 2014).

The social environment has a powerful influence on substance misuse, which often results from the complex interplay between the individual and the environment across the life span (Sculte & Hser, 2014). Substance use commonly begins during late childhood and early adolescence. According to the 2017 Ontario Student Drug Use and Health Survey (OSDUHS), the average age of first alcohol use is age 14.5 years, first cigarette smoking is age 15.4 years, and first cannabis use is 15.3 years (CAMH, 2017). The OSDUHS also shows that substance use increases with age. In the past year, 10.5% of grade 7 students reported drinking alcohol, which drastically increased in grade 12 to 68.3% of students. According to the OSDUHS, the most commonly used substance among students in grade 7-12 was alcohol, with 42.5% of students surveyed stating they had used alcohol in the past year, followed by Cannabis use at 19% and electronic cigarette use at 10% (CAMH, 2017).

Research has demonstrated that protective factors related to non-use or delay of use of substances include strong peer groups, participation in leisure/extra curricular activities, strong parental support, communication and monitoring, as well as creating environments where youth feel connected and have strong ties to peers and family (Mistry, Heinze, Cordova, Heish, Goldstick et al., 2015; Sigfusdottit, Thorolfur, Kristjansson, Roe & Allegrante, 2009). The most effective prevention strategies focus on reducing known risk factors for substance use, while strengthening a broad range of parental, school and community protective factors.

The Icelandic Model of Adolescent Substance Use Prevention supports that youths' relationships with their peer groups, family, and the extra-curricular activities available to them are the strongest predictors of substance use. This model has shown success over the past decade by focusing on both risk reduction and the enhancement of protective factors. By increasing protective factors such as connectedness through vast parental involvement and community support, Iceland has shown to be successful in decreasing adolescent substance use (Sigfusdottit et al., 2009).

The prevention of substance use among Canadian youth is a national priority. School-based programs that focus on increasing protective factors while decreasing risk factors and creating supportive school environments is an important undertaking.

Why should schools play a role?

Schools have been identified as an ideal setting to work with children and youth because of the universal enrollment of children in school and the consistent access to this target population. However, a more compelling reason aligns with Ontario's Well-Being Strategy for Education. It is undisputed that healthy students are better prepared to learn. Studies demonstrate that promoting student health and well-being can help schools meet their educational goals, such as reduced absenteeism, fewer behavioural problems, and higher school-wide test scores and grades

(http://www.cdc.gov/healthyschools/health_and_academics/pdf/health-academic-achievement.pdf).

A healthy school not only provides educational opportunities but creates a supportive environment for health and well-being. The Foundations for a Healthy School is an Ontario Ministry of Education resource that is designed to support student health and well-being. It emphasizes the importance of taking a comprehensive approach to address health-related topics that contribute to well-being. This approach demonstrates that multiple levels of influence determine individual behaviour and recognize that no single factor can adequately account for why children and youth engage in health risk or health promotion behaviours. This toolkit was designed to support The Foundations for a Healthy School. Activities and resources to reduce substance use among youth are described according to the foundations. The appendices contain supplementary information to assist with the implementation of the activities.

Students are arguably the most important stakeholders in the education system and thus student engagement should be at the heart of a healthy school. *The Foundations for a Healthy School* defines student engagement as “*the extent to which students identify with and value their learning; feel a sense of belonging at school; and are informed about, engaged with and empowered to participate in and lead academic and non-academic activities*”. While student engagement is one of the five components of a healthy school, student engagement is best achieved when it is integrated into all the Foundation's components. When students are given the opportunity to be active contributors to their learning and their learning environments, they derive a sense of belonging and connectedness to the school community, and gain feelings of competence and satisfaction. The role of the adult is to empower students; give them the skills and confidence to contribute equally to decisions, lead meetings, organize and implement activities. Refer to the 'Student Engagement Activities' for ways to increase school connectedness in your school.

Public Health's Commitment to Schools

The goal of Public Health's School Team is to improve the health of children and youth and contribute to a positive and healthy school climate. Specifically, our team works with school boards and/or staff of elementary and secondary schools, using a comprehensive health promotion approach to influence the development and implementation of healthy policies and the creation or enhancement of a supportive environment to address key topics. Each school is assigned a Public Health Nurse (PHN). For a list of PHNs assigned to schools, visit <https://www.swpublichealth.ca/yourschoolnurse>. Contact your PHN to determine how they can support this resource and collaborate with your school to improve the health of children and youth.

References

Busch, V., Loyen, A., Lodder, M., Schrijvers, A., van Yperen, T., & deLeeuw, J. (2014). The effects of adolescent health-related behavior on academic performance: A systematic review of the longitudinal evidence. *Review of Educational Research, 84*(2).

Centre of Addiction and Mental Health. (2017). Ontario student drug use and health survey. Retrieved from <http://www.camhx.ca/Publications/OSDUHS/2017/index.html>

Southwestern Public Health. (date). Healthy schools public health nurses. Retrieved from: <https://www.swpublichealth.ca/yourschoolnurse>

Mistry, Heinze, Cordova, Heish, Goldstick, Ayer., S. & Zimmerman, M. (2015). Transitions in current substance use from adolescence to early-adulthood. *Journal of Youth and Adolescence, 44*(10), 1871-1883.

National Center of Chronic Disease Prevention and Health Promotion. (2014). Health and academic achievement. Retrieved from http://www.cdc.gov/healthyschools/health_and_academics/pdf/health-academic-achievement.pdf

Ontario Ministry of Education. (2014). Healthy schools: Foundations for a healthy school. Retrieved from <http://www.edu.gov.on.ca/eng/healthyschools/foundations.html>.

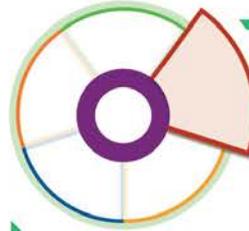
Schulte, M., & Hser, Y. (2014). Substance use and associated health conditions throughout the lifespan. *Public Health Reviews, 35*(2).

Sigfusdottir, I., Thorlindsson, T., Kristjansson, A., Roe, K., & Allegrante, J. (2009). Substance use prevention for adolescents: The Icelandic Model. *Health Promotion International, 24*(1):16-25.



Curriculum, Teaching and Learning

- [Classroom and Hallway Activities](#)
- [Adventures in Sex City- Alcohol & Substance Misuse](#)
- [Classroom or School Wide Kahoot](#)
- [Mental Well-Being Activities](#)
- [Fact Sheets, Infographics and Brochures](#)
- [Teaching Resources](#)
- [Youth Smoking Cessation Program](#)



School and Classroom Leadership

- [Peer Led Substance Use Prevention Initiatives](#)
- [School Wide Campaigns](#)
- [Student Created Resources on Substance Use](#)



Home, School and Community Partnerships

- [After School Activities](#)
- [Parent Factsheets](#)
- [Parent Presentation or Event](#)
- [Smoke Free Movie Nights](#)



Social and Physical Environments

- [Code of Conduct/Policy](#)
- [Restorative Approaches to Substance Use](#)
- [Smoke Free Movies](#)



Student Engagement

- [Student Driven Committees or Leadership Classes](#)

RELATED FOUNDATIONS:

- Home, School & Community Partnerships
- Social & Physical Environments
- Student Engagement

RESOURCES: [APPENDIX A](#)

Classroom and Hallway Activities

ACTIVITY GOAL:

To increase awareness, knowledge and personal skills on topics related to substance use and prevention.

ACTIVITY IDEAS:

Plan and implement classroom and/or hallway activities on various topics related to substance use prevention to support curriculum lessons and during student lunches/health promotion events. See [Appendix A](#)

Knowledge and Awareness Activities

- Substance Use - [Myth or Fact Game](#)
- Cannabis - [Myth or Fact Game](#)
- Substance Use - [Plinko or Spinning Wheel](#)
- Fourth R Healthy Relationships Plus Activity – [Impact of Drug Use and Abuse Game](#)
- Fourth R Healthy Relationships Plus Activity – [When Does Substance Use Become a Problem](#)
- Substance Use - [Kahoot](#)
- [Adventures in Sex City: Alcohol and Substance Misuse](#)
- Teaching About a Standard Drink Size - [Sum it Up Cups](#)
- Vaping – [Not an Experiment](#)

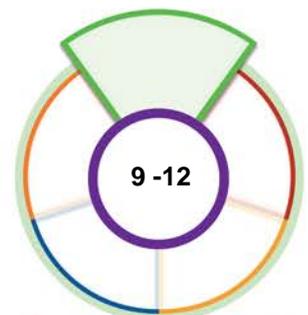
Personal Skill Building Activities

- Critical Thinking Skills - [Developing Media Literacy](#)
- Critical Thinking Skills - [E-Cigs Mystery Box](#)
- Critical Thinking on Cannabis Use - [Cycles Videos and Program](#)
- Practicing Refusal Skills - [Popcorn Pressure Game](#)
- Practicing Refusal Skills & Decision Making - [Social Influence Scenarios](#)

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Curriculum Connections

- Grade 9: C1.3 Resilience- protective and risk factors
- Grade 10: C1.2 Effects on health and wellbeing
C2.4 Responding to challenges involving substance use or addictions use of living skills
- Grade 11: C2.2 Connections between substance use, addictive behavior, and physical and mental health; making safer choices
C3.3 Risk factors and supports
- Grade 12: C1.2 Consequences of substance misuse- short-term, long-term, legal



**RELATED
FOUNDATIONS:**

- N/A

RESOURCES:

- [Adventures in Sex City](https://www.healthunit.com/adventures-in-sex-city)

Adventures in Sex City- Alcohol & Substance Misuse

ACTIVITY GOAL: Adventures in sex city is an online game that helps students explore True and False, and multiple-choice questions related to alcohol and substance misuse.

ACTIVITY INSTRUCTIONS:

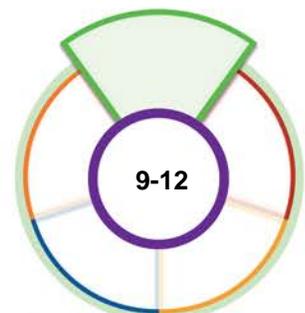
1. As a class, or instruct individual students or groups to visit <https://www.healthunit.com/adventures-in-sex-city>
2. Select Game 2- Alcohol and Substance Misuse
3. Follow game instructions



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Curriculum Connections

- Grade 9: C3.4- Social influences; decision-making, communication skills
- Grade 10: C1.2 Effects on health and well-being
- Grade 10: C2.4 Responding to challenges involving substance use or addictions- use of living skills
- Grade 11: C2.2 Connections between substance use, addictive behaviour, and physical and mental health; making safe choices
- Grade 12: C 1.2 Consequences of substance misuse – short-term, long-term, and legal



RELATED FOUNDATIONS:

- Curriculum Teaching & Learning
- School and Classroom Leadership
- Student Engagement

RESOURCES:

- [Kahoot](#)
- [APPENDIX B](#)
 - [Tobacco Kahoot answer key](#)
 - [Curious About Cannabis Kahoot answer key](#)
 - [What's in Your Mouth-Ch-eww Kahoot answer key](#)
 - [E-ciga-regret Kahoot answer key](#)
 - [Alcohol- Get the facts Kahoot answer key](#)
 - [All Substances Kahoot answer key](#)

Classroom or School Wide Kahoot

ACTIVITY GOAL: To increase student awareness and knowledge about the risks associated with different substances including smokeless (chewing) tobacco and tobacco, alcohol, and cannabis.

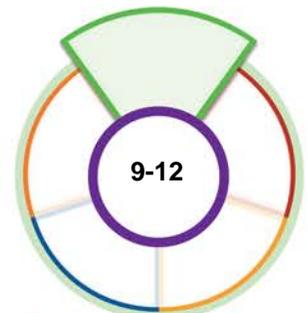
ACTIVITY INSTRUCTIONS:

1. Login to your Kahoot account - <https://kahoot.com/welcomeback/>
 - Go to Kahoot.com and select “log in” in upper right hand corner, select “sign in with Google” or enter email and password to sign in
 - If you do not have a Kahoot account- select “sign up” in upper right corner, and then follow instructions given on the site to create an account.
2. Search *MLSchoolHealth* to find the games created by the school health team.
3. Select a game:
 - Tobacco
 - Curious about cannabis
 - What`s in your Mouth- Ch-eww
 - E-ciga-Regret
 - Alcohol- Get the facts
 - All substances
4. Introduce to students how to play the game using their phones.
5. You can provide prizes and incentives for students to participate.

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Curriculum Connections

- Grade 9: C3.4- Social influences; decision-making, communication skills
- Grade 10: C1.2 Effects on health and well-being
- Grade 10: C2.4 Responding to challenges involving substance use or addictions- use of living skills
- Grade 11: C2.2 Connections between substance use, addictive behaviour, and physical and mental health; making safe choices
- Grade 12: C 1.2 Describe both the short- and long-term consequences of substance misuses including legal consequences



**RELATED
FOUNDATIONS:**

- Home, School & Community Partnerships

RESOURCES:

[APPENDIX C](#)

Fact Sheets, Infographics and Brochures

ACTIVITY GOAL: To provide educational print-based materials to enhance student awareness and knowledge relating to various substances.

ACTIVITY IDEAS:

Use the following fact sheets, infographics and brochures within the classroom to support student learning on the health effects of various substances. Additionally, these resources can be made available during school wide events or campaigns related to substance use. [Appendix C](#)

Alcohol:

- [Health Effects of Alcohol Factsheet](#) - Middlesex London Health Unit
- [Alcohol Poisoning Factsheet](#) - Middlesex London Health Unit
- [Youth and Alcohol](#) - Canadian Centre on Substance Use and Addiction
- [Canada's Low-risk Alcohol Drinking Guidelines](#) - Canadian Centre on substance Use and Addiction

Cannabis:

- [Canada's Lower-Risk Cannabis Use Guidelines](#) - CAMH
- [The Blunt Truth](#) - CAMH
- [Cannabis Infographic](#) - Middlesex London Health Unit
- [Cannabis Information for Educators](#) - School Mental Health Assist
- [Cannabis Information for Schools and School Boards](#) - Government of Ontario
- [Health Effects of Cannabis](#) - Government of Canada

Electronic Cigarettes:

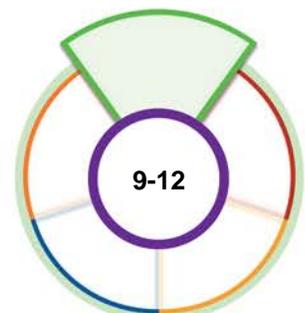
- [Vapour Products \(Electronic Cigarettes\)](#) - Middlesex London Health Unit
- [Consider the Consequences of Vaping](#) - Health Canada

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Curriculum Connections

- Grade 9: C1.3 Resilience-protective and risk factors
- Grade 10: C1.2 Effects on health and well-being
C2.4 Responding to challenges involving substance use or addictions-use of living skills
- Grade 11: C2.2 Connections between substance use, addictive behaviour, and physical and mental health; making safer choices
C3.3 Risk factors and supports
- Grade 12: C1.2 Consequences of substance misuse-short-term, long-term, legal

...Continued



Fact Sheets, Infographics and Brochures

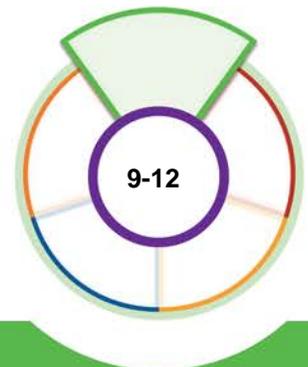
Tobacco:

- [Second-hand smoke fact sheet](#) - Middlesex London Health Unit
- [Waterpipe \(Hookah\) Shisha Factsheet](#) - Middlesex London Health Unit
- [Smokeless Tobacco Factsheet](#) - Middlesex London Health Unit

Other:

- [Prescription Opioids Including Fentanyl: What educators need to know](#) - School Mental Health Assist
- [Opioids: What you and your friends need to know](#) – School Mental Health Assist

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RELATED FOUNDATIONS:

- Home, School & Community Partnerships
- Social & Physical Environments
- Student Engagement

RESOURCES:

APPENDIX D

Resources

- [Chill Room](#)
- [Coping Kits](#)
- [Mindfulness Lesson Plan](#)
- [Positive Affirmations Posters](#)
- [Self-care Bulletin Board](#)

Other Resources

- [Promoting Connectedness Toolkit \(Gr. 9-12\)](#)
- [Everyday Practices for Mental Health and Wellbeing in the Classroom](#)
- [Mind your Mind – My Toolkit](#)

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Mental Well-Being Activities

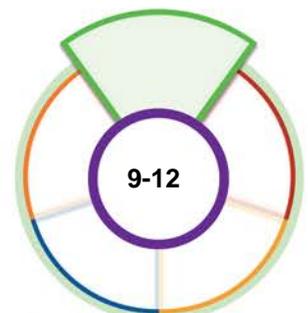
GOAL: To increase knowledge and skills in mindfulness, self-calming and self-care to enhance healthy coping strategies when feeling increased stress and anxiety.

ACTIVITY IDEAS:

- Explore with students how positive coping can affect their decision to make healthy choices and avoid substance use in the future.
- Review the benefits of learning self-calming strategies, mindfulness and positive healthy practices such as self-care for coping with stress and anxiety.
- Identify and implement activities from [Appendix D](#) on mindfulness and self-care:
 - [Chill Room](#)
 - [Coping Kits](#)
 - [Mindfulness Lesson Plan](#)
 - [Positive Affirmations Posters](#)
 - [Self-care Bulletin Board](#)
- Contact the Mental Health Lead at your school board for other resources on mental well-being.
 - The Thames Valley District School Board has many online resources including a booklet for teachers to use in classrooms. *Everyday Practices for Mental Health and Well-Being in the Classroom* - https://www.tvdsb.ca/en/students/resources/Documents/secondary-well-being-book_web.pdf
 - The London District Catholic School Board has a web portal for educators to access resources.

Curriculum Connections

- Grade 9: C2.2 Relationships – skills and strategies
- Grade 10: C1.1 Mental Health – factors that enhance
- Grade 11: A1.3 Personal health practices influence health
B1.2 Factors to contribute to wellness and healthy living
B2.3 Implement a personal plan for healthy living
C3.5 Mental illness – skills for stressful situations
- Grade 12: C2.1 Ability to help others develop and implement a personal healthy



RELATED FOUNDATIONS:

- N/A

RESOURCES:

- [Cannabis Presentation](#)
- [Tobacco Presentation](#)
- [E-Cigs Presentation](#)
- [Alcohol Presentation](#)
- [Be in the Know](#)
- [Opioid presentation](#)
- [CCSA Learning Module](#)

Teaching Resources

ACTIVITY GOAL: To increase students' awareness of the health effects of using substances including; Cannabis, Alcohol, Tobacco, Electronic Cigarettes and Opioids.

ACTIVITY IDEAS:

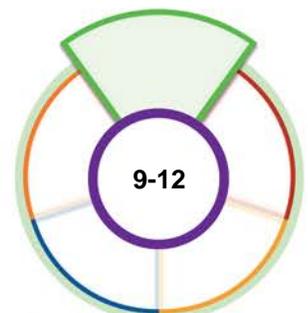
There are 6 presentations available to help review the most common substances used by teens:

- **Curious About Cannabis** (<https://www.swpublichealth.ca/professionals/educators/substance-use>): This presentation reviews the common myths about cannabis and provides facts on what cannabis is and the health effects.
- **Tobacco** (<https://www.healthunit.com/uploads/cd-yat-toolkit-rsu-tobacco-youth-presentation.pptx>): This presentation reviews different tobacco products, how nicotine affects the brain, and how the tobacco industry markets their products towards youth.
- **E-Cigarettes** (<https://www.healthunit.com/uploads/cd-yat-toolkit-rsu-e-cigarette-youth-presentation.pptx>): The E-Cigarettes presentation reviews what an e-cig device is and the common myths and facts of e-cigarette use.
- **Alcohol** (<https://www.swpublichealth.ca/professionals/educators/substance-use>): This presentation aims to increase awareness and knowledge about the effects of alcohol, the harmful effects of alcohol misuse.
- **Opioids** (<https://www.swpublichealth.ca/professionals/educators/substance-use>): This presentation reviews what opioids are, addiction, overdoses, and how to get support.
- **Be in the Know** (<https://www.healthunit.com/uploads/cd-yat-toolkit-rsu-be-in-the-know-all-substances-youth-presentation.pptx>): This final presentation is an overview of all substances including; Cannabis, Tobacco, E-cigs and Alcohol. The presentation reviews the health risks of using substances, trends of drug use, and the community supports that are available.

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Curriculum Connections

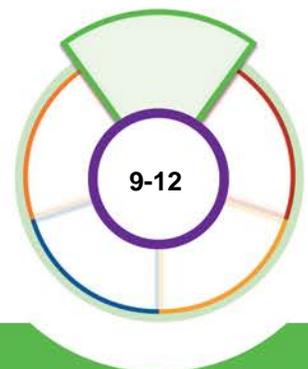
- Grade 9: C1.3: Resilience- protective and risk factors
- Grade 10: C1.2: Effects on health and wellbeing
C2.4: Responding to challenges involving substance use or addictions- use of living skills
- Grade 11: C2.2: Connections between substance use, addictive behaviour, and physical and mental health; making safer choices
C3.3 Risk factors and supports
- Grade 12: C1.2 Consequences of substance misuse- short-term, long-term, legal



Teaching Resources - continued

Additional Learning Opportunities:

- The Canadian Center on Substance Use and Addiction (CCSA) has an online learning module on the Effects of Cannabis use during adolescence. For more information on this module visit:
https://ccsa.ca/module/Standards-EN/story_html5.html



RELATED FOUNDATIONS:

- Home, School & Community Partnerships
- Social & Physical Environments

RESOURCES:

- [Appendix E](#)
 - [NRT Brochure](#)
 - Tobacco Cessation Options
- [Quit for Life](#)
- [Smokers Help Line](#)
- [Canadian Cancer Society](#)
- [SWPH – Quitting Tobacco](#)

Youth Smoking Cessation Program

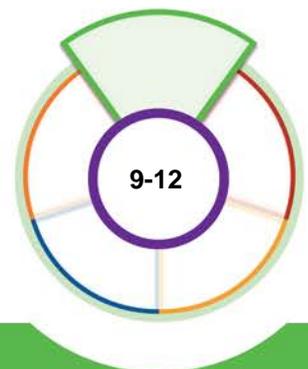
ACTIVITY GOAL: Public Health Nurses can provide smoking cessation supports to youth, including providing education and awareness, behavioral counselling and Nicotine Replacement Therapy (NRT) at no cost if applicable.

ACTIVITY INSTRUCTIONS:

1. Contact your local public health unit or speak to your school's Public Health Nurse to inquire if this service is available at your school.
2. Request to meet confidentially with the school's Public Health Nurse and express interest in quitting smoking.
3. The Public Health Nurse will determine your eligibility for the "Quit for Life" and/or NRT program - <https://www.canada.ca/en/health-canada/services/health-concerns/tobacco/youth-zone/quit4life.html>

Special Considerations: For teachers or parents / guardians thinking about quitting smoking:

- Contact the [Southwestern Public Health Unit](#) at 1-800-922-0096 ext. 3496



**RELATED
FOUNDATIONS:**

- Curriculum Teaching & Learning
- Student Engagement
- Home, School & Community Partnerships

RESOURCES:

- N/A

Peer Led Substance Use Prevention Initiatives

ACTIVITY GOAL: To engage students and provide leadership opportunities, assist in transition between grades and provide student activities during lunch hours.

ACTIVITY INSTRUCTIONS:

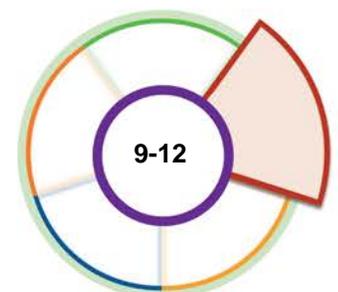
1. Peer leaders can be drawn from a Healthy School Committee or extra-curricular groups and selected based on leadership potential. Students may also be selected as part of in-class requirements in physical education, leadership class, or other subject areas.
2. Selected students would participate in a comprehensive training opportunity consisting of an educational component and other valuable information such as leadership and group management techniques, communication and refusal skills, personal attitudes clarification, and information about tobacco, alcohol, cannabis, prescription and other drugs.
3. Trained students can then provide peer-led activities during a school-wide event, prior to prom, lunch time activity or to their peers in younger grades or elementary school during classroom time.
4. Trained students can also provide peer-led activities to older elementary school students to promote successful transition to high school. Example activities can be found in [Curriculum, Teaching, and Learning](#).

Special Considerations: Peer education programming is based on the premise that younger students will relate to and benefit from the diverse experiences of slightly older students. Peer-led education may not be appropriate for higher-risk groups where peer-led learning has been found to be possibly harmful.

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Curriculum Connections

- Grade 9: C 1.3 Resilience- protective and risk factors
- Grade 10: C1.2 Effects on Health and Wellbeing
C2.2 Making Safer Choices
- Grade 12: A 2.5 Demonstrate and apply leadership skills
A 3.4 Demonstrate teamwork skills



RELATED FOUNDATIONS:

- Home, School & Community Partnerships
- Social & Physical Environments
- Student Engagement

RESOURCES:

- [Mothers Against Drunk Driving \(MADD\)](#)
- [APPENDIX F](#) - Take the Pledge

School Wide Campaigns

ACTIVITY GOAL: To encourage a healthy school culture where substance use is discouraged at various special events (United Way football, Prom, Semi-formals, School Trips).

ACTIVITY INSTRUCTIONS:

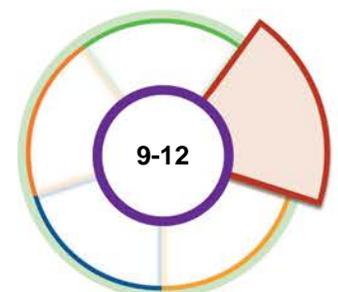
1. Engage students in a leadership class or Healthy School Committee to create a school wide campaign to discourage use of alcohol, tobacco or other drugs.
2. Campaign strategies should be positive and focus on the benefits that come from not using substances.
3. To enhance effectiveness, the campaign can take place over several weeks and include announcements, tweets and information on the school website or social media sites.
4. Explore various presentations and supports available from external organizations or community partners to provide a more comprehensive approach. Possible contacts include: MADD, your school Public Health Nurse, School Resource Officer, Addiction Services etc.
5. Presentation can take place during specific times of year e.g. football season, spring dances/prom parties.

Example campaign materials (i.e. posters, announcements, and social media posts) can be found in [APPENDIX F](#)

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Curriculum Connections

- Grade 9: C1.3 Resilience- protective and risk factors
- Grade 10: C 2.2 Making Safer Choices
- Grade 12: C2.3 Developing resilience, making healthy choices
A 2.5 demonstrate and apply leadership skill
A 3.4 demonstrate teamwork skills



RELATED FOUNDATIONS:

- Curriculum Teaching & Learning
- Student Engagement

RESOURCES:

- [MLHU Alcohol and Other Drugs](#)
- [MLHU Tobacco](#)
- [MLHU E-Cigarettes](#)
- [Canadian Centre on Substance Abuse](#)
- [Drug Free Kids Canada](#)
- [Addiction Services of Thames Valley](#)
- [Rethink Your Drinking](#)
- [Think About It](#)
- [Centre for Addiction and Mental Health](#)
- [MADD Canada](#)

Appendix G

- [Substance Use Resource Guidelines](#)
- [Substance Use Resource Marking Guide](#)

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Student Created Resources on Substance Use

ACTIVITY GOAL: To engage students in the creation of educational materials on the topic of substance use.

ACTIVITY INSTRUCTIONS:

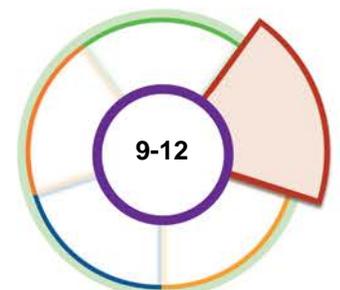
1. Present the project to a Health and Physical Education, English, Media Arts or Visual Arts class (see [Student Created Resources Guidelines](#)). Provide an outline of the project and supporting resources that can guide the students' research on the health topic. See the links in the resources section for examples of sites with credible information.
2. Have students research a specific topic relating to substance use (e.g. alcohol, cannabis, opioids, vaping), and create a design to discuss the associated risks, health effects and community supports available. Formats could include: Power Point, Google slides, posters, announcements, pamphlets, videos.
3. Collect final Substance Use Resources from students for marking/evaluations (see Substance Use Resource Marking Guide).
4. Select resources that can be used around the school, print and display.

LEARNING OPPORTUNITIES FOR STUDENTS

- Increase knowledge and awareness about current and relevant health issues affecting youth
- Increase understanding about marketing, advertising and media literacy
- Brainstorm, plan, and develop a creative health promoting poster that engages peers
- Strengthen technology skills and design principles
- Foster leadership and strengthen interpersonal skills
- Foster resiliency and feel engaged in the school community

Curriculum Connections

- Grade 9: C3.4 Social influences; decision-making, communication skills
- Grade 10: C1.2 Effects on health and well-being
- Grade 11: C2.2 Connections between substance use, addictive behaviour, and physical and mental health; making safer choices
C3.3 Risk factors and supports
- Grade 12: C1.3 Consequences of substance misuse-short-term, long-term, legal
C2.3 Developing resilience, making healthy choices



RELATED FOUNDATIONS:

RESOURCES:

- [Pan-Canadian Joint Consortium for School Health- Youth Engagement](#)

Student Driven Committees or Leadership Classes

ACTIVITY GOAL: To provide an opportunity for students to engage in leadership roles through class, or committee work by providing peer education and promoting healthy behaviours relating to tobacco, vaping and e-cigarettes, alcohol misuse and other drugs.

ACTIVITY INSTRUCTIONS:

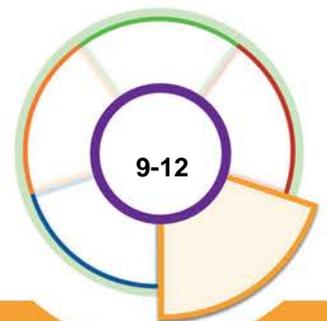
1. Promote the establishment of a school committee involving students, school staff, public health nurse, and/or parent representatives (e.g., Healthy School's/ Safe School committee, etc.), or Leadership class.
2. Recruit students.
3. Define the purpose of the committee. Emphasizing the importance of student voice and the development of leadership skills as an integral part of the success of the committee.
4. Encourage students to plan activities that align with their identified goal. For example, if the goal is to 'reduce substance use', all of the activities planned during the school year should target this and build on each other. Refer to the activities in this resource for ideas!
5. In addition to impacting the health goal identified, a key outcome of this committee is to build leadership skills among students.
6. Recognize student contributions as school leaders and celebrate accomplishments.

Special Considerations: to learn more about Youth engagement, consider exploring the Pan-Canadian Joint Consortium for School Health Youth Engagement Toolkit <http://www.jcsh-cces.ca/index.php/resources/youth-engagement>

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Curriculum Connections

- Grade 9: C1.3 Resilience-protective and risk factors
- Grade 10: C1.2 Effects on health and well-being
- Grade 11: C2.2 Connections between substance use, addictive behaviour, and physical and mental health; making safer choices
C3.3 Risk factors and supports
- Grade 12: C1.2 Consequences of substance misuse-short-term, long-term, legal
C2.3 Developing resilience, making healthy choices



RELATED FOUNDATIONS:

- Home, School & Community Partnerships
- School & Classroom Leadership
- Student Engagement

RESOURCES:

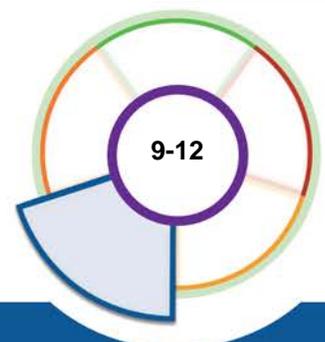
- [APPENDIX H](#)
- [Code of Conduct \(sample\)](#)
- [Policy \(sample\)](#)
- [Smoke-Free Ontario](#)

Code of Conduct/Policy – Tobacco, Cannabis and Smoke-Free Environment

ACTIVITY GOAL: To increase awareness and compliance with the Code of Conduct and provide a tobacco, cannabis and smoke-free environment for students, staff and visitors.

POLICY IDEA: [APPENDIX H](#)

- Code of Conduct – [Sample Announcements](#)
- Code of Conduct – [Social Media Shareable](#)
- [Code of Conduct](#) (sample)
- [Tobacco, Cannabis, Smoke-Free and Vapour-Free Environment Policy](#) (sample)
 - Student group/staff to advocate for full policy at school
 - Implement full policy at school with support from community partners, like your school Public Health Nurse
 - Advocate for school board-wide policy
- Communication of Code of Conduct/Policy:
 - Involve youth as much as possible in communication strategies (i.e., write announcements, etc.).
 - Post signs at all school entrances, on school grounds, bathrooms, parking lots and buses (contact your school public health nurse or speak to your Tobacco Enforcement Office to obtain signage).
 - Remind students/parents about the Code of Conduct/Policy during back- to- school orientation, parent events, other school-wide and classroom events, etc.
 - Include code of conduct/policy in student handbooks
 - Monthly reminders on morning announcements
 - Newsletter inserts/e-mail blasts
 - Include code of conduct/policy in field trip/consent forms
 - Tell students about smoking cessation opportunities in their school and community - see toolkit section on [Youth Smoking Cessation Program](#)



RELATED FOUNDATIONS:

- Curriculum Teaching & Learning

RESOURCES:

- TVDSB- [Restorative Approaches](#)
- Nova Scotia- [Restorative Approaches](#)
- University of Victoria- [Alternatives to Suspension](#)

Restorative Approaches to Substance Use

ACTIVITY GOAL: To offer alternative ways of thinking regarding substance use concerns and related discipline in schools.

POLICY IDEA:

Although suspension has typically been the disciplinary action to address rule breaking, research has shown that this practice can have negative outcomes for both students and schools. Research suggests alternate methods of discipline and/or restorative approaches allow students to stay connected and keep schools safe.

Consider a school-wide approach that values and implements a restorative approach address substance use. This approach emphasizes harm done to individuals versus rule-breaking, responsibility versus blame, and repair versus punishment. Below are some resources for implementing this practice.

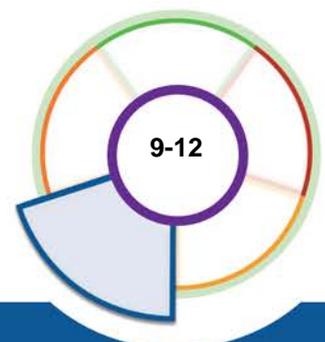
1. Thames Valley District School Board Commitment to Restorative Approaches - <http://sites.tvdsb.ca/safeSchools.cfm?subpage=114616>
2. Nova Scotia Restorative Approaches led by the departments of justice and education - <https://www.novascotia.ca/just/prevention/docs/RA-Fact-Sheet.pdf>
3. University of Victoria Promising Practices Series- Alternatives to Suspension - <https://www.uvic.ca/research/centres/cisur/assets/docs/hs-pp-suspension.pdf>

Special Considerations: This strategy includes the student, parent, school administration, school staff and the broader school community.

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Curriculum Connections

- Grade 9: C1.3 Resilience-protective and risk factors
C3.4 Social influences; decision-making, communication skills
- Grade 10: C2.4 Responding to challenges involving substance use or addictions-use of living skills
- Grade 11: C3.3 Risk factors and supports
- Grade 12: C2.3 Developing resilience, making healthy choices



RELATED FOUNDATIONS:

- Curriculum Teaching & Learning

RESOURCES:

- [Smoke Free Ontario](#)
- [Smoke Free Movie Checker](#)

Smoke Free Movies

ACTIVITY GOAL: To reduce the normalization and sensationalized effect of smoking and substance use in video and film for recreational use in the school or classroom.

ACTIVITY IDEAS:

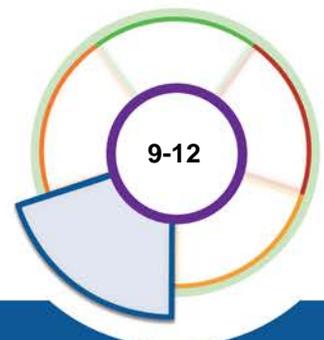
- When showing a movie within the school or during class, take caution that it does not have images of people smoking or using substances.
- Use the Smoke Free Ontario Movie Checker <http://smokefreemovies.ca/now-playing/> for ideas on approved movies to show.

Note: When showing movies for educational purposes to teach about the dangers of smoking or substance use, it is okay for there to be images of the substances being used. The concern is around recreational videos or films showing substances used.

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Curriculum Connections

- All classes in all grades



RELATED FOUNDATIONS:

- Student Engagement

RESOURCES:

- [You're the Chef](#)
– SWPH

After School Activities

ACTIVITY GOAL: To provide students with engagement opportunities after school to prevent substance use.

ACTIVITY IDEAS:

By creating youth engagement and empowerment opportunities, young people become more connected to their community, and are less likely to use substances.

For activities in your area visit:

www.activeelgin.com

www.informationoxford.ca

Some examples of after school activities include:

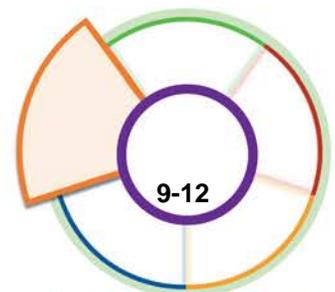
- After School Intermural or sports teams
- The YMCA
- [You're the Chef](#)



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Curriculum Connections

- Grade 9: C1.3 Resilience- protective and risk factors
- Grade 12: C2.3 Developing resilience, making healthy choices



RELATED FOUNDATIONS:

- Curriculum Teaching & Learning

RESOURCES:

- [Appendix I](#)
 - [Parent Tip Sheet on E-Cigarettes](#)
 - [What's In My Backpack Activity](#)

Parent Factsheets

ACTIVITY GOAL: To provide parents with accurate print-based materials to teach their children about various substances.

ACTIVITY IDEAS:

Below you will find Parent Factsheets on a variety of substances and their associated use.

- [Strategies for Parents to Prevent or Delay Alcohol and Other Drug Use](#) - Re-think Your Drinking

Vaping

- [Parent Tip Sheet on E-Cigarettes](#) – Middlesex-London Health Unit
- [What's in My Backpack Activity](#)
- [Health Canada Tip Sheet on Vaping](#) – Government of Canada
- [E-cigarettes shaped like USB Flash Drives](#) - Centers for Disease Control and Prevention

Cannabis

- [Cannabis Talk Kit](#) - Drug Free Kids Canada
- [Test Run the Cannabis Talk](#) – Drug Free Kids Canada
- [Cannabis: What Parents/Guardians and Caregivers Need to Know](#) - School Mental Health Assist
- [Help Your Teen Understand What's Fact and Fiction About Cannabis](#) – Canadian Center on Substance Use and Addiction
- [Online learning module on the Effects of Cannabis use during Adolescence](#) – Canadian Center on Substance Use and Addiction

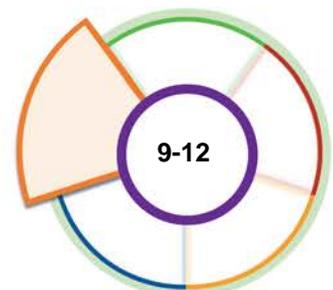
Alcohol and Other Drugs

- [Youth and Alcohol](#) – Canadian Center on Substance Use and Addiction
- [Prescription Opioids: What Parents and Caregivers Need to Know](#) - School Mental Health Assist

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Curriculum Connections

Special Considerations: Factsheets can be used as handouts during [parent night sessions](#).



RELATED FOUNDATIONS:

- Curriculum Teaching & Learning
- School & Classroom Leadership
- Student Engagement

RESOURCES:

- Refer to Parent Fact Sheet Activity Sheet
- [What's in My Backpack activity](#) - contact your school's public health nurse

Parent Presentation or Event

ACTIVITY GOAL: To increase parental awareness and knowledge about a variety of substances and provide strategies for parents on how to talk to their children/youth.

ACTIVITY IDEAS:

- Host a parent information event on substance use. Consider having a keynote speaker, a panel discussion with community partners and have display tables with take-away information. Community partners may include: your school Public Health Nurse, School Resource Officer, Canadian Mental Health Association, Addictions Services Thames Valley, etc.

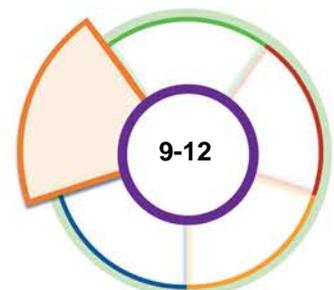
Special Considerations: Engage students from a class (e.g. leadership, social studies, healthy school committee) to prepare material for the event (i.e. presentation, brochures, display board).

- Event can help promote transition to high school by inviting parents and youth from feeder schools to participate as well.
- Activity can include a peer-led component by having students from older grades present information, staff various displays or run interactive activities.

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Curriculum Connections

- Grade 9: C 1.3 Resilience- protective and risk factors
- Grade 10: C1.2 Effects on Health and Wellbeing
C2.2 Making Safer Choices
- Grade 12: C2.3 Developing resilience, making healthy choices
- Grade 12: A 2.5 demonstrate and apply leadership skill
- Grade 12: A 3.4 demonstrate teamwork skills



RELATED FOUNDATIONS:

- Social & Physical Environments
- Student Engagement

RESOURCES:

- [Smoke free movie nights](#)

Smoke Free Movie Nights

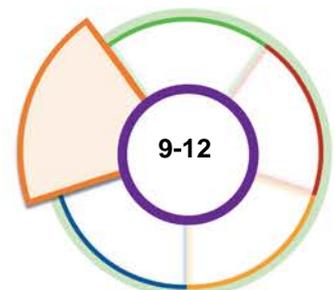
ACTIVITY GOAL: To encourage families, children and youth to choose movies that are smoke free and to de-normalize smoking and substance use in movies. To advocate for smoke-free movies and media that is targeted at young children.

ACTIVITY INSTRUCTIONS:

An estimated 37% of youth smoking in Ontario is due to onscreen smoking exposure. The goal of smoke free movie nights is to raise awareness among parents, caregivers and students about the issue of smoking in movies, and to promote ways they can protect kids and teens from the risks associated with exposure to tobacco imagery in movies.

1. Engage students in a leadership class or Healthy School Committee to host a smoke free movie night at your school or neighbouring elementary school
2. To ensure the movie is smoke free, use the Smoke Free Ontario Movie Checker at <http://smokefreemovies.ca/now-playing/>
3. Have students plan information booths/ activities to go along with the movie night to promote healthy behaviours and educate attendees about the health consequences of tobacco and substance use.

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Classroom and Hallway Activities

On the following pages.

- [Alcohol and Drugs: Myth or Fact Game](#)
- [Cannabis Myth or Fact Game](#)
- [E-Cigs Mystery Box](#)
- [Plinko or Spinning Wheel](#)
- [Developing Media Literacy](#)
- [Popcorn Pressure Game](#)
- [Social Influence scenarios](#)
- [Sum it Up Cups](#)
- [Cycles Videos and Program](#)

Alcohol and Drugs: Myth or Fact Game

Instructions:

- Print and cut out the Myth or Fact sentences.
- Cut the “Myth” and “Fact” titles and place each title in two different areas of the room, so that they are on a wall or board for all to see.
- Have students work together to determine what sentences should go under the Myth title card and what sentences should go under the Fact title card.
- All the Myth or Fact sentences can be used together for one large class of students or you can split the sentences into two groups, and have two teams work at the questions at the same time.
- Take up the answers using the Answer Key.
- Encourage students to discuss the reasons for their answers.

Myth and Fact sentences. Each card can be cut and placed in a pile together.
<p style="text-align: center;">Myth or Fact?</p> <p>If a man and a woman are the exact same height and weight, they will feel the effects of alcohol the same way.</p>
<p style="text-align: center;">Myth or Fact?</p> <p>You will sleep better if you have a couple of drinks before going to bed.</p>
<p style="text-align: center;">Myth or Fact?</p> <p>Alcohol circulates through every organ, tissue and gland in the body?</p>
<p style="text-align: center;">Myth or Fact?</p> <p>Cannabis negatively affects driving performance and doubles the risk of collision.</p>
<p style="text-align: center;">Myth or Fact?</p> <p>Cannabis isn't addictive.</p>
<p style="text-align: center;">Myth or Fact?</p> <p>Youth who binge drink are more than twice as likely to have unplanned sex, than those who do not.</p>
<p style="text-align: center;">Myth or Fact?</p> <p>Cannabis helps youth focus.</p>
<p style="text-align: center;">Myth or Fact?</p> <p>Everyone uses cannabis.</p>
<p style="text-align: center;">Myth or Fact?</p> <p>It is safe for pregnant women to drink 1 alcoholic beverage a week as long as it is white wine.</p>
<p style="text-align: center;">Myth or Fact?</p> <p>Roofies (Rohypnol) is the most common rape drug.</p>

Myth and Fact sentences. Each card can be cut and placed in a pile together.

Myth or Fact?

Prescription Drugs like Oxycontin and Percocet are always safe because they are prescribed by a doctor.

Myth or Fact?

Cannabis is stronger today than it was in the 1960's.

Myth or Fact?

Smoking cigarettes can lead to serious health problems but smoking cannabis is safe.

Myth or Fact?

Cannabis can be detected in your body months after last use.

Myth or Fact?

Non-medical cannabis is legal in Ontario now.

Myth or Fact?

You can drink 1 beer and still be legal to drive if you're under 22 years of age.

Myth or Fact?

It is illegal to buy alcohol when you are underage but it is not actually illegal to drink it when underage.

Myth or Fact?

If someone has been drinking or doing drugs they cannot legally consent to having sex?

Myth or Fact?

Drinking coffee will help you sober up quicker.

Myth or Fact?

Alcohol poisoning only happens when you drink over 20 drinks in a night.

Myth or Fact?

You won't get as drunk if you drink alcoholic drinks with caffeine in them (like energy drinks).

Myth or Fact?

Binge Drinking is defined as having 4 to 5 or more drinks in one sitting.

Myth or Fact?

Beer won't get you as drunk as hard liquor or wine.

Myth or Fact?

Drinking games are a safe way to get drunk.

MYTH

----- Cut -----

FACT

ANSWER KEY: Alcohol and Drugs Myth or Fact?

Myth or Fact?

If a man and a woman are the exact same height and weight, they will feel the effects of alcohol the same way.

MYTH – Women are **more** sensitive to the effects of alcohol since they have less water in their bodies (to dilute the alcohol) and their bodies do not break down alcohol as quickly as men (less alcohol dehydrogenase enzyme).

Myth or Fact?

You will sleep better if you have a couple of drinks before going to bed.

MYTH – Alcohol actually disrupts your sleep pattern. While alcohol has an immediate sleep-inducing effect, a few hours later as the alcohol levels in your blood start to fall, there is a stimulant or wake-up effect.

Myth or Fact?

Alcohol circulates through every organ, tissue and gland in the body?

FACT – Alcohol enters the bloodstream and is carried to the entire body which means that every area of the body is affected by alcohol.

Myth or Fact?

Cannabis negatively affects driving performance and doubles the risk of collision.

FACT - Cannabis significantly impairs judgment, motor coordination, and reaction time, and studies have found a direct relationship between blood THC concentration and impaired driving ability.

Myth or Fact?

Cannabis isn't addictive.

MYTH - 1 in 6 adolescents who use cannabis will develop a cannabis use disorder. You are at an even greater risk for addiction the earlier you begin using, the more frequently you use, and the more heavily used in adolescence.

Myth or Fact?

Youth who binge drink are more than twice as likely to have unplanned sex, than those who do not.

FACT – Drinking 5 or more drinks of alcohol at one time will lower your inhibitions, alter your thinking, and affect your decisions and actions. Many unplanned pregnancies occur this way.

ANSWER KEY: Alcohol and Drugs Myth or Fact?

Myth or Fact?

Cannabis helps youth focus.

MYTH – Regular cannabis use actually impairs thinking, attention and memory. Brain development is taking place during adolescence, especially the ongoing development of the pre-frontal cortex, which is critical to cognitive processes such as impulse control, working memory, planning, problem solving and emotional regulation - cannabis impacts this brain development.

Myth or Fact?

Everyone uses cannabis.

MYTH – Over 75% of youth Grades 7-12 reported NOT using cannabis in the past year. Only 2% of students' report using daily.

Myth or Fact?

It is safe for pregnant women to drink 1 alcoholic beverage a week as long as it is white wine.

MYTH – There is no safe time, type or amount of alcohol when pregnant. Fetal Alcohol Spectrum Disorder is 100% preventable.

Myth or Fact?

Roofies (Rohypnol) is the most common rape drug.

MYTH – Alcohol is the #1 rape drug. It is legal to buy, easy to access, and socially acceptable but can be very dangerous.

Myth or Fact?

Prescription drugs like OxyContin and Percocet are always safe because they are prescribed by a doctor.

MYTH – When these drugs are used without a prescription or combined with other substances, they can be very dangerous. Health concerns such as overdosing and addiction as well as social, financial and emotional problems are common with prescription drug misuse. Prescription drugs bought from a dealer may be laced with another substance or a completely different drug.

Myth or Fact?

Cannabis is stronger today than it was in the 1960's.

FACT – Levels of THC (Tetrahydrocannabinol, the psycho-active ingredient in cannabis) have been found to be as much as 10 times greater in cannabis today due to changes in the growing process. This means there are greater side effects as well.

ANSWER KEY: Alcohol and Drugs Myth or Fact?

Myth or Fact?

Smoking cigarettes can lead to serious health problems but smoking cannabis is safe.

MYTH - Cannabis smoke contains hundreds of toxic substances and when people smoke it they tend to hold the smoke in for a long time exposing them to these toxins. Cannabis has been linked to many health concerns including breathing, mental health and addiction issues, as well as incidents of impaired driving.

Myth or Fact?

Cannabis can be detected in your body months after last use.

FACT – since THC (the active ingredient in cannabis) is stored in your fat cells, it can be detected months later in frequent users (those people who use more than three times a week over a few years).

Myth or Fact?

You can drink 1 beer and still be legal to drive if you're under 22 years of age.

MYTH – You have to have a 0% blood alcohol concentration if you are driving and under 22 years of age.

Myth or Fact?

It is illegal to buy alcohol when you are underage but it is not actually illegal to drink it when underage.

MYTH – It is illegal to both buy and consume alcohol when under 19 years of age. The fine for underage drinking in Ontario is \$125.

Myth or Fact?

If someone has been drinking or doing drugs they cannot legally consent to having sex?

FACT – Even if someone agrees to have sex, when they are drunk or high they cannot legally give consent – even if you've both been drinking.

Myth or Fact?

Drinking coffee will help you sober up quicker.

MYTH – Once alcohol is in your body, no amount of food or drink can change its effects. Time is the only way to sober up. The danger is that caffeine can make you feel more sober than you really are.

ANSWER KEY: Alcohol and Drugs Myth or Fact?

Myth or Fact?

Alcohol poisoning only happens when you drink over 20 drinks in a night.

MYTH – Alcohol poisoning can happen at much lower level of alcohol consumption.

Signs of alcohol poisoning include: passing out, semi-conscious, cold, pale, bluish skin, vomiting while sleeping, slow breathing, seizures

Incontinent of urine.

What to do if concerned about alcohol poisoning: Recovery position, call 911, stay with the person until help arrives and NEVER leave the person to sleep it off

Myth or Fact?

You won't get as drunk if you drink alcoholic drinks with caffeine in them (like energy drinks).

MYTH – Caffeine can trick your mind into thinking you are not as drunk as you really are. This could cause you to drink way more than you would otherwise or feel like you can handle certain potentially dangerous activities — like driving. You're just a wide awake drunk!

Myth or Fact?

Binge Drinking is defined as having 4 to 5 or more drinks in one sitting.

FACT – It also increases your risk of violence, sexual assault, alcohol poisoning, injury and motor vehicle collisions (some definitions are 4 or more for women and 5 or more for men).

Myth or Fact?

Beer won't get you as drunk as hard liquor or wine.

MYTH – One standard drink of beer (12 ounces), hard liquor (1.5 ounces) or wine (5 ounces) will have the exact same effect on your body. It's not about what you drink but how much alcohol is in the drink.

Myth or Fact?

Drinking games are a safe way to get drunk.

MYTH – While drinking games can seem like fun, they can also be very dangerous. People end up drinking large amounts of alcohol much more quickly than they normally would and this can lead to blackouts, hangovers and even alcohol poisoning.

Cannabis Myth or Fact Game

Instructions:

- Place the 'Myth' and 'Fact' signs on opposite sides of the classroom. As you ask the different myth vs. fact questions, ask students to walk over to the side of the room that says 'Myth' if they believe the statement to be a myth, or the side that says 'Fact' if they believe the statement to be a true fact.



MYTH

FACT

Cannabis Myth or Fact Game

Questions	Answers
Cannabis is also known as pot, marijuana & weed.	<p>FACT</p> <p>Cannabis has many names including; Marijuana, bud, blunt, chronic, dab, dope, ganja, grass, green, hash, herb, joint, loud, mary jane, mj, pot, reefer, skunk, smoke, trees, wax, weed.</p>
Cannabis is the most widely used drug in Ontario and in Canada	<p>MYTH</p> <p>Alcohol is the most widely used drug in Ontario and Canada. In 2017, 81% of youth in grades 9-12 report <u>not</u> having used cannabis in the past year.</p>
Cannabis is natural and comes from a plant, therefore it can't be harmful	<p>MYTH</p> <p>Cannabis smoke has a mixture of over 400 toxins and carcinogens that harm your lungs.</p> <p>Although cannabis smokers tend to smoke less often than cigarette smokers, cannabis can cause damage faster to the lungs since its smoke is usually unfiltered, breathed deeper, and held longer in the lungs.</p>
The main active ingredient in cannabis is THC which is the chemical responsible for the "high" experienced by users.	<p>FACT</p> <p>THC = delta-9-tetrahydrocannabinol.</p>
Cannabis contains more THC today, then it did years ago.	<p>FACT</p> <p>Cannabis today is often stronger than years ago and sometimes has been found to be laced with other dangerous drugs.</p> <p>Until the late 70's, cannabis contained roughly 1% THC. In 2017, cannabis contains roughly 15-20% THC.</p>
Cannabis can helps some students focus better in school	<p>MYTH</p> <p>Cannabis use can cause decreased IQ, concentration & poor memory.</p>

Cannabis Myth or Fact Game

Questions	Answers
It is never safe to drive after using cannabis	FACT Driving a vehicle while high can pose the same risks as drinking and driving. Just like alcohol, cannabis affects a user's brain function. A person high on cannabis will have: <ul style="list-style-type: none">• Decreased reaction time• Decreased visual ability• Decreased attention• Impaired decision making Cannabis users are two times more likely to have a car crash while driving impaired.
Cannabis is safe for anyone, no matter what age	MYTH Youth are at the greatest risk of the negative health effects of cannabis because the brain continues to develop until age 25.
Police can't really tell if you are driving high, but they can tell if you've been drinking and driving	MYTH The police have the authority, ability and tools to determine if you are impaired by illegal drugs.
Cannabis improves mental health	MYTH Teens who use cannabis are at an increased risk for psychosis, depression, and anxiety disorders.
You can't get addicted to Cannabis	MYTH 1 in 6 people who use cannabis during their teens will develop a cannabis use disorder. Continued use will build up tolerance, leading to the need for stronger drugs to achieve the same high.
Long term use of cannabis can cause sperm abnormalities in males	TRUE Long term cannabis use can cause decreased sperm count, motility, and increased abnormal sperm.
Chronic cannabis use can increase risk for schizophrenia	TRUE Chronic cannabis use and an earlier onset of use is associated with an increased risk of developing psychotic symptoms or schizophrenia, particularly among those who might have a pre-existing genetic risk.

Cannabis Myth or Fact Game

Questions	Answers
The majority of high school students smoke cannabis.	MYTH In Ontario, 19% of students in grades 7 to 12 used cannabis in the past year. Only 1% of students report using cannabis daily.
Cannabis is legal for everyone.	MYTH Although non-medical cannabis legalization in Canada happened in October 2018, it will remain <u>illegal</u> for anyone under 19 years of age in Ontario to buy, possess, or grow cannabis.

E-Cigs Mystery Box

Activity Setup:

1. Get a large cardboard box and cut out one or two holes large enough to fit a hand through one side of the box.
2. Use felt to create flaps to cover the openings to prevent people from looking into the box.
3. Acquire two sleek transparent containers (e.g. water bottle, pasta sauce jar) and prepare two different mixtures to place in the container such as:

Option 1:

- Water
- Green food colouring
- Liquid soap
- Sand
- Staples

Option 2:

- Laundry detergent
- Pencil lead
- Paint
- Liquid glue
- Paperclips

4. Place the bottle inside the box

ACTIVITY INSTRUCTIONS:

1. Recruit students to participate in the activity.
2. Ask students if they are willing to place their hand(s) in the box and feel the object inside.
3. While they are feeling the object, ask them:
 - a. Describe how the products feel (i.e. texture, shape)?
 - b. How would you describe its shape?
 - c. What do you think the object is?
 - d. Are you curious about what the product is?
 - e. Without knowing what the product is, would you want it?
4. If they say yes: Reveal the bottle and state, "This is what *you decided* to use"
If they say no: Reveal the bottle and state, "This is what you *would have* risked using"
5. Explain the connection between choosing to use an e-cigarette based off its harmless appeal and lack of information on its contents (i.e., e-liquid).
6. Deliver the key messages:
 - Don't risk using something without knowing its content.
 - The ingredients of e-liquid are unknown as there is a lack of quality control.

- The vapour produced by e-cigarettes contain toxic chemicals (e.g., benzene), heavy metals (lead, nickel and tin), and tiny particles.

NOTE:

- Do not allow students to open the bottle.
- Run the activity according to the amount of people present. Begin a group discussion.

Plinko or Spinning Wheel Game

Contact Southwestern Public Health to sign out the Plinko or Spinning Wheel Game. Stick either a blue, green, yellow or red sticker on to each section of the plinko or spinning wheel board. The students will answer a corresponding substance use question based on the colour identified during their turn:

- **Blue**- Tobacco Questions
- **Green**- Cannabis Questions
- **Yellow**- Electronic Cigarettes Questions
- **Red**- Alcohol Questions

Tobacco		
Questions	Answers	Rationale/ Discussion points
True or False?- Tobacco is the leading cause of preventable disease and death in Canada.	True False	Tobacco use and exposure to tobacco smoke have been linked to cancer, heart disease and several other diseases.
True or False?- In Canada it is legal to smoke on patios and around food concession stands.	True False	Under the Smoke-Free Ontario Act, 2017 - it is <i>illegal</i> to smoke on patios and near food concession stands
It is illegal to smoke within ___ metres of any public playground, or sports field.	15 50 10 20	<p><u>Playgrounds:</u></p> <p>A playground must be smoke-free, including a 20 metre radius from its perimeter, if it meets all of the following criteria:</p> <ul style="list-style-type: none"> • it is an outdoor public area • it is an area used for children’s recreation and contains play equipment such as slides, swings, climbing equipment, splash pads, wading pools, sand box etc. • it is not an amenity provided by a residential location such as an apartment complex <p><u>Sporting Areas: Sport Fields and Spectator Areas</u></p> <p>A sporting area must be smoke-free if it meets all of the following criteria:</p> <ul style="list-style-type: none"> • it is an outdoor public area • it is owned by the city, province or a post-secondary institution • it is used for sporting activities (excluding golf) <p>If the area meets all criteria, then smoking is prohibited:</p>

Tobacco

Questions	Answers	Rationale/ Discussion points
		<ul style="list-style-type: none"> • in the area i.e. on the field, diamond, court, rink, skate ramps etc. • within 20 metres of the perimeter of the area • in any spectator areas, whether established seating such as benches or stands, or temporary seating such as lawn chairs or blankets • within 20 metres of any spectator areas
Fines for smoking in a prohibited place range from \$250- ____?	\$500 \$5,000 \$1,000 \$800	
True or False? - In Canada, every 10 minutes 2 teens will start smoking cigarettes.	True False	One of those two students will lose their life because of it.
What % of students who smoke obtain their cigarettes from friends or family.	15% 36% 62% 84%	According to the 2017 OSDUHS 62% of students from grade 7-12 who reported smoking, obtained those cigarettes from friends or family
True or False?- Smoke from tobacco products contain over 7,000 chemicals, 69 of these can cause cancer.	True False	
True or False?- Second hand smoke stays contained. So if I only smoke in one room of the house everyone else is safe.	True False	<p>Only some of the smoke from a cigarette is actually inhaled by the smoker. The majority of the smoke enters the air around the smoker.</p> <p>Smoke can travel in a number of ways between rooms in a home or units in a building, such as through vents, doorways, and fixtures, like outlets, plumbing, and ceiling fans.</p> <p>Second-hand smoke is not removed by the following; air purifiers and filters, opening windows, turning on a fan, closing doors or using air fresheners. Some of these may remove the odour, but not the harmful effects.</p>

Tobacco		
Questions	Answers	Rationale/ Discussion points
True or False?- The earlier youth begin smoking, the more difficult it will be to quit.	True False	The decision to start smoking has been linked to several key factors including individual characteristics such as age and sex, the immediate social environment (particularly friends and family), and the broader social environment such as school and community. Research shows that the younger a person starts smoking, the more difficult it will be to quit later in life.
True or False?- Plain and Standard packaging for cigarettes reduces the appeal and attractiveness of cigarettes.	True False	Research has shown that plain and standardized packaging reduces the appeal and attractiveness of tobacco products, especially to youth. This effect has been demonstrated in research conducted on both non-smokers and smokers in numerous countries, including Canada.

Cannabis		
Questions	Answer	Rationale
The effects of Cannabis include:_____.	A. Euphoria, changes in perception, deficit in attention span B. Impaired motor function, body tremors, difficulty with memory C. Giggling, relaxation, improved motor function and concentration D. A and B	<ul style="list-style-type: none"> • Cannabis comes from the dried flower buds and leaves of the cannabis plant (Cannabis Sativa) • "The effects of cannabis include euphoria and relaxation, changes in perception, time distortion, deficits in attention span and memory, body tremors, and impaired motor functioning" (Beirness & Porath-Waller, 2015)
True or False?- THC is the ingredient that causes the "high".	True False	Cannabis contains both THC and CBD. CBD is the non-psychoactive compound, and does not produce the "High" associated with THC.
How is cannabis consumed?	A. Smoked in a cigarette B. Smoked in a water pipe (bong) or dry pipe/ Inhaled with an e-cigarette	Cannabis can be consumed all of the ways listed. Cannabis is all different strengths, and therefore there is no way to "dose" how much cannabis you are using, especially with the use of e-

Cannabis

Questions	Answer	Rationale
	C. Mixed in with foods and eaten D. All of the above	cigarettes and with mixing cannabis with foods.
True or False?- Cannabis now contains more THC than in the 1970's.	True False	<ul style="list-style-type: none"> • 1969- late 70's: cannabis contained roughly 1%THC • 2017: cannabis contains 15-20% THC
Recreational Cannabis use is most common with which age group?	A. 15-19 B. 20-24 C. 60-65 D. 40-45	<ul style="list-style-type: none"> • 26.2% reported in 20-24 year olds • 22.4 % reported in 15-19 year olds
True or False? - Cannabis is natural. It comes from a plant, therefore it must be safe.	True False	Cannabis smoke has cancer causing toxins that can cause damage to the lungs.
True or False?- Cannabis can cause a decrease in IQ, concentration and memory.	True False	Long term use increases risk for addictions, and it can harm memory, and ability to think and make decisions. These effects are worse if you start using in early adolescence and use frequently over a long period of time.
Drivers are ____ times more likely to have motor vehicle accidents while driving impaired.	A. 5x B. 2x C. No more likely D. Same likelihood if they were texting	Cannabis use significantly impairs judgement, decision making, coordination and reaction time. Driving while high puts you, your passengers and the public in danger. Among young drivers, driving after using cannabis is more prevalent than driving after drinking. After alcohol, cannabis is the most commonly detected substance among drivers who die in traffic crashes.
Your brain develops until you are_____.	A. 15 B. 21 C. 25 D. 30	Youth are at the greatest risk of the negative health effects of cannabis because the brain continues to develop until age 25.

Cannabis		
Questions	Answer	Rationale
		Teens are still developing the parts of their brain that help with reasoning and decision making, as well as strengthening their synapses. When they use cannabis they affect this development.
True or False?- Cannabis improves my mental health.	True False	Teens who use cannabis are at an increased risk for depression and anxiety disorders. There is a connection between cannabis use and Schizophrenia.
True or False?- You can't get addicted to cannabis.	True False	1 in 6 people who use cannabis during their teens will develop a cannabis use disorder. Continued use will build tolerance leading to the need for stronger drug to achieve the same high.
Medical cannabis is an effective treatment for _____.	a) Chronic pain in adults b) Nausea and vomiting for chemo-therapy patients c) Schizophrenia d) Answer 1 and 2	Medicinal cannabis is prescribed by a medical doctor. There is conclusive or substantial evidence that cannabis or cannabinoids are effective: <ul style="list-style-type: none"> • For the treatment for chronic pain in adults (cannabis) • Antiemetics in the treatment of chemotherapy-induced nausea and vomiting (oral cannabinoids) • For improving patient-reported multiple sclerosis spasticity symptoms (oral cannabinoids)

Electronic Cigarettes		
Questions	Answer	Rationale
What is considered an e-cigarette?	A. Vape Pens B. Mods C. E-cigs/e-hookahs	All of these are considered an e-cigarette.

Electronic Cigarettes		
Questions	Answer	Rationale
	D. All of the above	They come in many shapes and sizes and can look like other items.
True or False?- E-cigarettes have the same controls as normal cigarettes so they are not more harmful.	True False	Currently quality control and manufacturing standards lack for e-cigarettes and for the facilities where they are made. There is not consistency with the mechanisms themselves and the chemicals that go into the devices.
True or False?- E-cigarettes are proven in Canada to help people quit smoking.	True False	There is limited data to prove this. Nicotine replacement data, champix or zyban are the only approved methods to help quit smoking.
True or False?- E-cigarette advertisements are targeted specifically to youth.	True False	E-cigarette companies are using strategies to appeal to youth and young adults. If they contain nicotine this can lead to youth addiction to nicotine, revamping products with names, packaging and flavouring to appeal to youth.
What percentage of people who identify as male are using e-cigarettes?	A. 13% B. 5% C. 2% D. 26%	13% of people who identify as male use e-cigarettes, compared to 8.2% of females. Peak use is 19.7% in grade 11.
What % of students from grade 7-12 reported using just a few puffs of e-cigs in their lifetime?	A. 47.6% B. 5.9% C. 29.2% D. 70.2%	The OSDUHS reported 29.2% of students from grade 7-12 had tried even just a puff in their lifetime.
What % of youth surveyed in 2014 believed e-cigs were less harmful than cigarettes?	A. 73% B. 25% C. 47% D. 81%	73% of youth felt that e-cigarettes were less harmful than cigarettes and 47.1% believed they were less addictive than cigarettes.
True or False?- It is illegal to sell or supply e-cigarettes to anyone under the age of 19.	True False	Under the Smoke-Free Ontario Act, 2017, it is illegal to: <ul style="list-style-type: none"> • Sell or supply e-cigarettes to anyone under the age of 19.

Alcohol

Questions	Answer	Rationale
True or False?- Alcohol affects people of the same height and weight in the same way.	True False	<ul style="list-style-type: none"> • How much you drink • How strong the drink is • If you've eaten or exercised that day • How you are feeling (generally well or unwell) • Males and females metabolize alcohol at a different rate
True or False?- Vomiting is a sign of alcohol poisoning.	True False	One of the body's ways of dealing with alcohol poisoning is eliminating the unabsorbed alcohol from the stomach via vomiting.
Which contains the most amount of alcohol?	A. A standard (12oz) glass of beer (5%) B. A standard (1.5 oz) shot of whiskey C. Both contain the same amount of alcohol	Both contain the same amount of alcohol. They both contain 1 unit of alcohol. <ul style="list-style-type: none"> • A standard beer/cider cooler is 12 flu Oz (341 mL of 5%) • A shot of hard liquor 43mL or 1.5 oz • A glass of 12% wine 142mL (5 oz)
You have two drinks per hour between 9pm and 1am on Friday night. You work Saturday at 9am. What time would you be ok to drive?	A. 5 am Saturday morning B. Whenever you don't feel drunk C. Whenever you need to leave for work D. You shouldn't drive until at least 11 am	You shouldn't drive until at least 11 am. It takes an average of 1 hr per drink to clear alcohol from your system. Just because you "don't feel drunk" doesn't mean your BAC will be 0.
Short term effects of alcohol include: _____.	A. Violence, risky sexual behaviours, and unintentional injuries B. Risky sexual behaviours, cancer, loss of friends C. Unintentional injuries, diarrhea, bed wetting D. Violence, Risky sexual behaviour, headaches	

Alcohol

Questions	Answer	Rationale
What type of drug is Alcohol?	A Depressant	Alcohol is a depressant meaning it reduces functioning of your central nervous system.
True or False?- Drinking Alcohol Reduces the Risk of Cancer.	True False	There is a strong evidence of alcohol consumption and cancers of the esophagus, larynx, oral cavity and breast cancer in women.

Impact of Drug Use and Abuse Game

*Reproduced and adapted from the Fourth R Healthy Relationships Plus Program (www.youthrelationships.org/hrpp) with permission from the Centre for School Mental Health, Western University.

Activity Instructions:

1. Tape the Impact of Drug Use & Abuse Posters (see below) around the room so that everyone is able to see them. Each poster should be labelled with one heading as follows: Family, Friends, Dating Partner, School, Finances, Work, Personal Health & Wellbeing. Explain to students that you would like them to think about the possible negative impact of substance use/abuse because substance use is often glamorized in the media.
2. Tell students they will consider how substance use/abuse impacts each of these areas in a person's life as outlined on the posters.
3. Give each student in the room a small pack of post it notes. Tell students that they have four minutes to post as many ideas (one idea per post it) as they can on their post it notes and then to stick them to the appropriate poster placed around the room. Once students have had the chance to put their post it notes on the posters, ask for volunteers to come forward and read the ideas shared on each poster. There are suggested responses for discussion listed on the Impact of Drug Use & Abuse-Responses sheet.
4. At the end of the activity, ask students what they have learned about the impact of substance use. (Some possible responses may include: it affects many different areas of a person's life, the consequences can be very serious, consequences may start out small but grow over time, etc.)

Impact of Drug Use & Abuse- Possible Responses

Family	Stressful for family because they worry about the person using substances, embarrassment, loss of money because may have to miss work to help, broken relationships, broken trust, lack of communication with family
Friends	Stress, financial (may lend money to support you), loss of trust, poor communication, isolation
Dating Partner	Fear, stress, worry, financial, may impact grades because of stress, priorities, poor communication
School	Missing classes, poor grades, lack of motivation for school, suspension, expulsion if selling, reputation
Finances	Can be very expensive to support drug use, sometimes people steal from parents/guardians, friends, potential legal concerns
Work	Loss of money, may get fired, poor future references
Personal Health & Wellbeing	Risk taking sexual behaviours and other risk taking behaviours, may lose pleasure in every day activities, self-esteem concerns, mental health issues, depression, injury or illness, physical health may be impacted

Family

Friends

Dating Partner

School

Finances

Work

Personal Health & Wellbeing

When does substance use become a problem

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Instructions:

1. Explain that in this activity students are going to have an opportunity to consider when substance use becomes a problem. Draw the following continuum on the white board/chart paper and explain to students that depending on a person's level of use, they may fit somewhere along the continuum.



2. Divide the class into pairs. Hand out a Youth Substance Use /Abuse Scenario Cards (see the following page). Ask students to read the scenario to themselves and then discuss with their partner where they think the scenario fits along the continuum. Students will need to be able to defend why their Scenario should be placed where they decided to place it on the continuum. In other words, they are really deciding on the "criteria" that makes substance use a problem for someone.
3. Once students have had a few minutes to discuss their ideas with their partners, ask each pair to come forward and take their Scenario up on the continuum. When they do this, they will need to explain the criteria they used to make the decision for the placement. As students provide the criteria, they should write the criteria in point form either above or below the scenario.
 - Some possible criteria for placement that students may consider: daily activity, addiction, negatively affecting relationships, physical impact, financial impact, affecting school, changing level of tolerance, illegal activity, possibly injury to themselves or others, etc.
4. After all students have had the chance to share their ideas with the class, summarize the activity by indicating that in looking at the criteria and the placement of each Scenario, it is clear that the level of seriousness of using substances seems to be evident by how much the substance use is affecting the person as well as others around them. When substance use starts to impact various areas of a person's life, it needs to be considered by the person as a serious concern.

Youth Substance Use/Abuse Scenario Cards

<p>This youth drinks at parties sometimes. This usually means one or two drinks per party.</p>	<p>This youth smokes weed at lunch every day to make the afternoon at school go better.</p>
<p>This youth is stealing prescribed medication (oxy's) from the medicine cabinet at home and is taking a few every day.</p>	<p>This youth is binge drinking (e.g. drinking 5 or more drinks at one time) at least one night on every weekend. This typically means vomiting and/or passing out that night and a major hangover the next day.</p>
<p>This youth keeps a can of chewing tobacco in the locker at school, typically chewing before and after school as well as at lunch.</p>	<p>This youth is smoking about 3 cigarettes daily because smoking is said to curb people's appetite and stop them from eating junk food.</p>
<p>This youth is trying to gain weight for sports by taking steroids to build muscle.</p>	<p>This youth often takes off for a few days at a time. This results in skipping school and worrying parents and friends.</p>
<p>This youth drinks coffee 3 times a day- in the morning, at lunch and after school. Often this youth is grouchy without coffee.</p>	<p>This youth gets drunk at every party and then always ends up fighting with someone, including dating partner or friends.</p>
<p>This youth binge drinks (e.g. drinking 5 or more drinks at one time). In the past month, this youth has called into work sick 3 times because of being hung over.</p>	<p>This youth smokes weed about once or twice a year at a concert while it's being passed around.</p>
<p>This youth was smoking cannabis every day. A month ago this youth tried cocaine at a party and has now shifted to doing coke every day, even needing it to function.</p>	<p>This youth is the designated driver when the group goes out but still consumes up to 3 drinks at each party.</p>
<p>This youth takes a traveler coffee mug to school every day filled with vodka and orange juice, believing that the buzz will make the morning go by faster.</p>	<p>This youth has always smoked about a pack of cigarettes a day. She is now 3 months pregnant. She has been trying to quit but it is way to difficult with all the stress of having a baby. She is down to half a pack a day.</p>

Media Literacy

Implement lesson plans which promote students being able to develop their critical thinking skills when examining media marketing and advertising produced by businesses in area of substance use products (such as legalized companies that make alcohol, tobacco and legalized cannabis products).

Canadian Organizations with free on-line lesson plans on Media Literacy for Substance Use

1. [Ontario Physical and Health Education Association \(OPHEA\)](https://www.ophea.net/)
<https://www.ophea.net/>
2. **Media Smarts**
<http://mediasmarts.ca/teacher-resources/find-lesson>
 1. Media Smarts Alcohol Myths Lesson Plan (Grade 7-9)
<http://mediasmarts.ca/lessonplan/alcohol-myths-lesson>
 2. Media Smarts Alcohol on the Web Lesson Plan (Grade 9-10)
<http://mediasmarts.ca/lessonplan/alcohol-web-lesson>
 3. Media Smarts Don't Drink & Drive: Assessing Effectiveness of Anti-Drinking Campaigns Lesson Plan (Grade 9-11)
<http://mediasmarts.ca/teacher-resources/don%E2%80%99t-drink-drive-assessing-effectiveness-anti-drinking-campaigns-lesson>

Popcorn Pressure Game

This activity is intended to help participants practice assertiveness and to deal with peer pressure in a controlled environment in order to make healthy choices.

Materials:

- Microwave Popcorn (1 pre-popped bag per group)
- Bowl/napkin/plate (as needed)
- Hand Sanitizer (for those participating/eating popcorn)
 - A set of "Direction Strips" for each group (attached)

Preparation:

- Create a set of strips for each group (see attached); each set of strips should have 1 to 2 "Do not eat" strips. Ensure there are an appropriate number of strips so that each student in each group has a direction strip.

Instructions:

1. Divide students into groups of five. Give each group a set of the attached "Direction Strips", ensuring students do not see any other strip other than the one they are given. (Groups can vary in number and be less or more than 5; the most important thing is that each group has 1 or 2 non-eaters, with the remainder being eaters. If working with groups of an alternate size than 5, teachers will just need to vary the "Direction Strips" assigned.)
2. Tell students to choose a strip of paper and to silently read it. Explicitly tell students that they should NOT share what is on their strip with their group mates, even if they don't like the instructions given. Explain to them that this strip tells them what they are to do during the "party".
3. Give each group bowls/cups of popcorn and tell students to begin their "party". Remind them to do exactly what their strip of directions tells them.
4. Give students about 5-8 minutes to interact. Roam the room and provoke conversation in groups. Consider encouraging "eating" students to really pressure the non-eating students, throwing in comments like:
 - a. Gosh, why don't you just eat something?
 - b. Are you too cool to eat with us?
5. Finally, stop the "party" and ask students who got the "Do not eat," slip of paper to come to the front of the room. Give them their own treats and ask them to describe how they felt during the activity.
 - a. Did any of them give in? Why or why not?
 - b. What did they do to avoid the pressure of their classmates?
 - c. If they gave in, what might be the consequences of bending to peer pressure?
6. Ask the rest of the class what methods they used to apply peer pressure during the activity. Write their answers on the board.
 - a. Which methods were the most effective in making students eat?
 - b. Which responses from the non-eaters were most effective?
 - c. Was there a difference in groups that had more than one non-eater?
7. Go back and ask the class to discuss the best way to handle each type of peer pressure listed on the board. Encourage students to consider multiple responses.
 - a. What if you experienced actual peer pressure in a different setting (i.e. from your friends to do something you really know you shouldn't do. Maybe at a party where someone is trying to get you to drink alcohol and you don't want to).
 - b. How could you respond to the pressure and stay loyal to your values?
 - In activity setting: I don't mind if you eat right now, but I'm just not hungry.

- In party setting: I'm just passing tonight because I have a soccer game early tomorrow morning and need to be in top form.

8. Other Discussion Points:

Why is it so hard for people to resist peer pressure?

- Afraid of being rejected by others
- Want to be liked and don't want to lose a friend
- Want to appear grown up
- Don't want to be made fun of
- Don't want to hurt someone's feelings
- Aren't sure of what you really want
- Don't know how to get out of the situation
- When you face pressure you can stand your ground. Sometimes resisting isn't easy, but you can do it with practice and a little know-how. What are some things you can do?

9. Break up into pairs or groups of three to practice some of these techniques.

10. Bring the group back together and discuss positive peer pressure

- *Peer pressure isn't all bad.*
- *You and your friends can influence each other into making good choices that will improve your health and social life and make you feel good about your decisions.*
- *You and your friends can also use good peer pressure to help each other resist bad peer pressure.*
- *What are some examples of positive peer pressure?*

Key Messages to share with Students:

- Know the facts on drugs and alcohol – make an informed choice
- Say no assertively – stand up straight, make and hold eye contact, speak in a firm voice, use a quick and polite tone. “No, I don't want to.” “No thanks.” “No.”
- Repeat as often as necessary – Don't argue; just keep repeating the same answer over and over. (e.g., “No, I don't want to try anything that is unhealthy for my body,” repeat as needed.)
- **Reverse the Pressure** - Come up with a response that puts the pressure on the other person. (e.g., “Why are you bothering me with something that is not good for me or you?”)
- Plan with a good friend beforehand and stick to decisions.
- Leave. Find something else to do with other friends.
- Change the subject – “Let's go throw the football around!” or “No, I like my lungs healthy so I can play sports”
- Use humour. Provide a witty response that ends the conversation. (e.g., “Yellow teeth and wrinkles...no thanks!”)
- Give an excuse – “No I don't want to smell like an ash tray.”
- Stand up for others

Direction Strips

(Cut these apart and provide a set to each group.)

The following is your one direction for this activity. Do not share your directions with anyone else:

Do NOT eat!

The following is your one direction for this activity. Do not share your directions with anyone else:

Do NOT eat!

The following is your one direction for this activity. Do not share your directions with anyone else:

While you enjoy some snacks, strongly encourage everyone to eat.

The following is your one direction for this activity. Do not share your directions with anyone else:

While you enjoy some snacks, strongly encourage everyone to eat.

The following is your one direction for this activity. Do not share your directions with anyone else:

While you enjoy some snacks, strongly encourage everyone to eat.

Social Influence Scenarios

Instructions:

Give groups or pairs of students 2-3 social influence scenarios. Give students 5-10 minutes to discuss how they would answer the question. Have students present their answer and lead a discussion about their scenario. Remind students to be respectful and that the use of these substances is illegal for students under the age of 18/19.

Topics: hookah, chew, cigarettes, cigars/ cigarillo, alcohol, cannabis

- During your hockey team's rookie party, you are told that you must take a wad of chew to make the team. How would you say no under pressure?
- It's almost time for exams, and between studying, extra-curriculars and work, you're feeling overwhelmed. Your friend suggests that you take up smoking to help you de-stress. How would you say no under pressure?
- You walk with your friends to the park during lunch. Someone in the group pulls out a pack of cigarettes and offers it to everyone. How would you say no under pressure?
- You attend a college party in hopes of impressing your older sibling's best friend. As you're getting some fresh air outside, your sibling's best friend offers you a drag. How would you say no under pressure?
- You're on a tropical vacation during March break with your friends. As you're sitting on the beach, a local tries to sell you cigars and cigarillos. Your friends start gathering their change, do you contribute?
- You're on your lunch break at work and you decide to join your coworkers outside. As you're chatting with the group, one of your coworkers offers you a puff. How would you say no under pressure?
- After school, as you and your friends make plans for the weekend, someone suggests going to a hookah bar. How would you suggest an alternate plan?
- You're at a family party, helping your uncles carry up the chairs. After you all complete the task, you go to the garage to grab a case of water. Your favourite uncle pulls out and lights a cigarette, and offers you a puff claiming that he won't tell your parents. What would you say to him?
- You're at an older grade's end of the summer party, and are disturbed by the action going on in the house. Your friend asks if you want to go to the basement, where it's less crowded. You

come across a group of people having a hookah session. Your friend asks if you want to join in. How would you say no under pressure?

- You're in your friend's truck. The passenger pulls out a tin of chew and passes it back to the rest of the group. How would you decline the offer?
- You're at your friend's sweet sixteen party. As you're talking to the birthday girl and other teammates about your competition, you're interrupted by another friend. This friend hints at a cigarillo inside her purse and motions the group to the door. How would you say no under pressure?
- You're sitting in the dugout during playoffs and your teammate tells you that using chew will enhance your performance and tries to pressure you to use it by saying that it's safer than smoking cigarettes. You recently learned that smokeless doesn't mean harmless. How do you turn down their offer?
- You and your friends are drinking at your house. One of your friends grabs their car keys and wants to leave. They are drunk and going to drive themselves home. What do you do?
- You and a friend are at a party and your friend is really drunk. They disappear for awhile, and then you start hearing people say they are hooking up with someone. What would you do?
- You and your friend come home from a party, and your friend is really drunk, vomiting, can't stand up and is slurring their speech. Your parents told you not to drink, but you did anyways. You are not as drunk as your friend, but you don't want to get in trouble. What do you do?
- Prom is coming soon, and your friends are booking cottages for after party in Grand Bend. They are talking about what alcohol to bring and ask you to get the Vodka. You are really not interested in drinking while you are there. How can you get out of supplying alcohol without having your friends be mad at you?
- Your friends tell you that its ok to drive after smoking cannabis because the police don't have a way to test for cannabis on the spot. You don't want to drive, but you are the only person with your license and a car. What do you do?
- You go back to your house at lunch with friends. Your friends bring along cannabis, and want to smoke some before going back to school. You don't feel comfortable smoking cannabis, and you don't want them to do it at your parent's house. What do you do?
- You are unsure about trying cannabis, but your friends tell you it's natural, healthy and legal, therefore it must be safe. What can you say to your friend about the risks associated with cannabis?

Sum It Up Cups

Description:

1. Check with your local Public Health Unit to see if they have a 'Sum it Up' Activity Kit that can be borrowed.
2. Follow the instructions provided in the kit to set up and complete the activity. The kit contains an introduction and discussion section as well.
3. Upon completion of this activity students will be able to define and identify a standard size drink, and will understand why this is important to know. Additionally, students will gain knowledge on how to read alcohol labels, understand Blood Alcohol Content (BAC), and be able to define binge drinking. Students will also be aware of the consequences that can result from underestimating the amount of alcohol they drink

Special Considerations:

This activity is not intended to be used during school wide events, and should be used within a classroom setting in conjunction with presentation and discussion to support student learning and understanding about alcohol.

Critical Thinking on Cannabis Use - Cycles Videos and Program

The goal of this activity is to use videos as a way to encourage youth to talk openly and honestly about why some young people use cannabis. To support dialogue about decision making and cannabis use.

[Cycles](http://www.cyclesfilm.com/index.html) – Cannabis Video/Discussion Resource: <http://www.cyclesfilm.com/index.html>

The resource features a 28-minute film about fictional high school students and their relationships with cannabis. The video options are either a regular version or an interactive version. It also has a [facilitator's guide](#) with lesson plans, teaching tips, student handouts and quick facts about cannabis use.

<https://www.uvic.ca/research/centres/cisur/publications/helping-schools/cycles/index.php>

The facilitator's guide is available in both [English](#) and [French](#).
The video is available with and without French subtitles.

Tobacco Kahoot Answer Key		
Question	Answers	Rationale/ Discussion points
Tobacco is the leading cause of preventable disease and death in Canada.	True False	Tobacco use and exposure to tobacco smoke have been linked to cancer, heart disease and several other diseases.
In Canada it is legal to smoke on patios and around food concession stands.	True False	Under the Smoke-Free Ontario Act, 2017- it is illegal to smoke on patios and near food concession stands
It is illegal to smoke within ___ metres of any public playground, or sports field.	15 50 10 20	<p><u>Playgrounds:</u></p> <p>A playground must be smoke-free, including a 20 metre radius from its perimeter, if it meets all of the following criteria:</p> <ul style="list-style-type: none"> • it is an outdoor public area • it is an area used for children’s recreation and contains play equipment such as slides, swings, climbing equipment, splash pads, wading pools, sand box etc. • it is not an amenity provided by a residential location such as an apartment complex <p><u>Sporting Areas: Sport Fields and Spectator Areas</u></p> <p>A sporting area must be smoke-free if it meets all of the following criteria:</p> <ul style="list-style-type: none"> • it is an outdoor public area • it is owned by the city, province or a post-secondary institution • it is used for sporting activities (excluding golf) <p>If the area meets all criteria, then smoking is prohibited:</p> <ul style="list-style-type: none"> • in the area i.e. on the field, diamond, court, rink, skate ramps etc. • within 20 metres of the perimeter of the area • in any spectator areas, whether established seating such as benches or stands, or temporary seating such as lawn chairs or blankets • within 20 metres of any spectator areas

Tobacco Kahoot Answer Key

Question	Answers	Rationale/ Discussion points
Fines for smoking in a prohibited place range from \$250- ____?	\$500 \$5,000 \$1,000 \$800	
In Canada, every 10 minutes 2 teens will start smoking cigarettes.	True False	One of those two students will lose their life because of it.
What % of students who smoke obtain their cigarettes from friends or family?	15% 36% 62% 84%	According to the 2017 OSDUHS 62% of students from grade 7-12 who reported smoking, obtained those cigarettes from friends or family.
Smoke from tobacco products contain over 7,000 chemicals, 69 of these can cause cancer.	True False	
Second hand smoke stays contained. So if I only smoke in one room of the house everyone else is safe.	True False	<p>Only some of the smoke from a cigarette is actually inhaled by the smoker. The majority of the smoke enters the air around the smoker.</p> <p>Smoke can travel in a number of ways between rooms in a home or units in a building, such as through vents, doorways, and fixtures, like outlets, plumbing, and ceiling fans.</p> <p>Second-hand smoke is not removed by the following; air purifiers and filters, opening windows, turning on a fan, closing doors or using air fresheners. Some of these may remove the odour, but not the harmful effects.</p>
The earlier youth begin smoking, the more difficult it will be to quit.	True False	The decision to start smoking has been linked to several key factors including individual characteristics such as age and sex, the immediate social environment (particularly friends and family), and the broader social environment such as school and community. Research shows that the younger a person starts smoking, the more difficult it will be to quit later in life.
Plain and standard packaging for cigarettes reduces the appeal and	True False	Research has shown that plain and standardized packaging reduces the appeal and attractiveness of tobacco products, especially to youth. This effect has

Tobacco Kahoot Answer Key

Question	Answers	Rationale/ Discussion points
attractiveness of cigarettes.		been demonstrated in research conducted on both non-smokers and smokers in numerous countries, including Canada.

Curious About Cannabis Kahoot Answer Key

Questions	Answer	Rationale
The effects of Cannabis include:_____?	E. Euphoria, changes in perception, deficit in attention span F. Impaired motor function, body tremors, difficulty with memory G. Giggling, relaxation, improved motor function and concentration H. A and B	<ul style="list-style-type: none"> • Cannabis comes from the dried flower buds and leaves of the cannabis plant (Cannabis Sativa) • "The effects of cannabis include euphoria and relaxation, changes in perception, time distortion, deficits in attention span and memory, body tremors, and impaired motor functioning" (Beirness & Porath-Waller, 2015)
THC is the ingredient that causes the high.	True False	Cannabis contains both THC and CBD. CBD is the non-psychoactive compound, and does not produce the ``High`` associated with THC.
How is cannabis consumed?	A. Smoking in a cigarette B. Smoking in a water pipe (bong) or dry pipe/ Inhaled with an e-cigarette C. Mixed in with foods and eaten D. All of the above	Cannabis can be consumed all of the ways listed. Cannabis is all different strengths, and therefore there is no way to "dose" how much cannabis you are using, especially with the use of e-cigarettes and with mixing cannabis with foods.
Cannabis now contains more THC then in the 1970's.	True False	<ul style="list-style-type: none"> • 1969- late 70's: cannabis contained roughly 1%THC. • 2017: cannabis contains 15-20% THC.
Recreational Cannabis use is most common with which age group?	15-19 20-24 60-65 40-45	<ul style="list-style-type: none"> • 26.2% reported in 20-24 year olds • 22.4 % reported in 15-19 year olds
Cannabis is natural. It comes from a plant it must be safe.	True False	Cannabis smoke has cancer causing toxins that can cause damage to the lungs.
Cannabis can cause a decrease in IQ, concentration and memory.	True False	Long term use increases risk for addictions, and it can harm memory, and ability to think and make decisions. These effects are worse if you start

Curious About Cannabis Kahoot Answer Key

Questions	Answer	Rationale
		using in early adolescence and use frequently over a long period of time.
Drivers are ____ times more likely to have motor vehicle accidents while driving impaired.	A. 5x B. 2x C. No more likely D. Same likelihood if they were texting	Cannabis use significantly impairs judgement, decision making, coordination and reaction time. Driving while high puts you, your passengers and the public in danger. Among young drivers, driving after using cannabis is more prevalent than driving after drinking. After alcohol, cannabis is the most commonly detected substance among drivers who die in traffic crashes.
Your brain develops until you are _____.	A. 15 B. 21 C. 25 D. 30	Youth are at the greatest risk of the negative health effects of cannabis because the brain continues to develop until age 25. Teens are still developing the parts of their brain that help with reasoning and decision making, as well as strengthening their synapses. When they use cannabis they affect this development.
Cannabis improves my mental health.	True False	Teens who use cannabis are at an increased risk for depression and anxiety disorders. There is a connection between cannabis use and Schizophrenia.
You can't get addicted to cannabis.	True False	1 in 6 people who use cannabis during their teens will develop a cannabis use disorder. Continued use will build tolerance leading to the need for stronger drug to achieve the same high.

<p>Medical cannabis is an effective treatment for</p>	<p>A. Chronic pain in adults B. Nausea and vomiting for chemo-therapy patients C. Schizophrenia D. Answer a and b</p>	<p>Medicinal cannabis is prescribed by a medical doctor. There is conclusive or substantial evidence that cannabis or cannabinoids are effective:</p> <ul style="list-style-type: none">• For the treatment for chronic pain in adults (cannabis)• Antiemetics in the treatment of chemotherapy-induced nausea and vomiting (oral cannabinoids)• For improving patient-reported multiple sclerosis spasticity symptoms (oral cannabinoids)
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What's In Your Mouth - Ch-eww Kahoot Answer Key

Questions	Answer	Rationale
Chewing Tobacco is better for you than smoking tobacco.	True False	There are over 3,000 chemicals in smokeless tobacco. At least 28 of which cause cancer. Just because you're not swallowing, doesn't mean you're not absorbing it.
30 minutes with an average size piece of chewing tobacco has as much nicotine as ____ cigarettes?	A. 3 B. 1 C. 5 D. 2	30 minutes with an average-size dip in your mouth gives you as much nicotine as smoking three cigarettes.
Chewing tobacco can significantly impact your ability to taste and smell.	True False	The bad news is: if you chew, your breath is going to stink. The "good" news is: you won't be able to smell it. Your sense of taste and smell can be significantly impacted right from your first use.
Chewing tobacco causes the following issues:	A. Cavities, bad breath, gum disease, tooth loss B. Scratching, eroding and yellowing of the teeth C. Chipped and broken teeth, a cough and black teeth D. Both answers A and B	You might as well be chewing sandpaper. Chewing tobacco completely erodes your mouth. It yellows, scratches and wears down teeth. It causes cavities, eats away at your gums and causes gum disease. Your breath will be horrible and you might even start losing teeth.
Chew hurts athletic performance	True False	<ul style="list-style-type: none"> • Chew use hurts performance • Chew increases your heart rate, causes high blood pressure, and leads to irregular heartbeats • It can cause dizziness, slow your reaction time, and make you tire quicker • And in the long-term, you're more likely to have a heart attack or stroke
They put abrasives into chewing tobacco to create	True False	It's crazy, the stuff they add to the tobacco. Stuff like abrasives. They put

What`s In Your Mouth - Ch-eww Kahoot Answer Key

Questions	Answer	Rationale
tiny cuts in your gums to absorb the nicotine.		that in so that the lining of your mouth will get microscopic cuts, making it easier to absorb the nicotine and cancer-causing chemicals.
In Canada what % of 9-12 students report using tobacco products in the last 30 days?	A. 15% B. 5% C. 20% D. 25%	Across Canada 20% of students in Grade 9-12 reported using tobacco industry products within the past 30 days including 14% who said they smoked cigarettes and 10% who reported using flavoured tobacco products in the form of chew, dip, spit, snus, waterpipe tobacco, bidis, cigars, cigarillos and menthol cigarettes. (Some students used more than one type of tobacco product).

E-ciga-regret Kahoot answer key

Questions	Answer	Rationale
What is considered an e-cigarette?	A. Vape Pens B. Mods C. E-cigs/e-hooookahs D. All of the above	All of these are considered an e-cigarette. They come in many shapes and sizes and can look like other items.
E-cigarettes have the same controls as normal cigarettes so they are not more harmful.	True False	Currently quality control and manufacturing standards lack for e-cigarettes and for the facilities where they are made. There is not consistency with the mechanisms themselves and the chemicals that go into the devices.
E-cigarettes are proven in Canada to help people quit smoking.	True False	There is limited data to prove this. Nicotine replacement data, champix or zyban are the only approved methods to help quit smoking.
E-cigarette advertisements are targeted specifically to youth.	True False	E-cigarette companies are using strategies to appeal to youth and young adults. If they contain nicotine this can lead to youth addiction to nicotine, revamping products with names, packaging and flavouring to appeal to youth.
What percentage of people who identify as male are using e-cigarettes?	A. 13% B. 5% C. 2% D. 26%	13% of people who identify as male use e-cigarettes, compared to 8.2% of females. Peak use is 19.7% in grade 11.
What % of students from grade 7-12 reported using just a few puffs of e-cigs in their lifetime?	A. 47.6% B. 5.9% C. 29.2% D. 70.2%	The OSDUHS reported 29.2% of students from grade 7-12 had tried even just a puff in their lifetime.
What % of youth surveyed in 2014 believed e-cigs were less harmful than cigarettes?	A. 73% B. 25% C. 47% D. 81%	73% of youth felt that e-cigarettes were less harmful than cigarettes and 47.1% believed they were less addictive than cigarettes.

E-ciga-regret Kahoot answer key

Questions	Answer	Rationale
It is illegal to sell or supply e-cigarettes to anyone under the age of 19.	True False	Under the Smoke-Free Ontario Act, 2017, it is illegal to: <ul style="list-style-type: none">• Sell or supply e-cigarettes to anyone under the age of 19.

Alcohol – Get The Facts Kahoot Answer Key

Questions	Answer	Rationale
Alcohol affects people of the same height and weight in the same way.	True False	<ul style="list-style-type: none"> • How much you drink • How strong the drink is • If you've eaten or exercised that day • How you are feeling (generally well or unwell) • Males and females metabolize alcohol at a different rate
Vomiting is a sign of alcohol poisoning.	True False	One of the body's ways of dealing with alcohol poisoning is eliminating the unabsorbed alcohol from the stomach via vomiting.
Which contains the most amount of alcohol?	A. A standard (12oz) glass of beer (5%) B. A standard (1.5 oz) shot of whiskey C. Both contain the same amount of alcohol	Both contain the same amount of alcohol. They both contain 1 unit of alcohol. <ul style="list-style-type: none"> • A standard beer/cider cooler is 12 flu Oz (341 mL of 5%) • A shot of hard liquor 43mL or 1.5 oz • A glass of 12% wine 142mL (5 oz)
You have two drinks per hour between 9pm and 1am on Friday night. You work Saturday at 9am- what time would you be ok to drive?	A. 5 am Saturday morning B. Whenever you don't feel drunk C. Whenever you need to leave for work D. You shouldn't drive until at least 11 am	You shouldn't drive until at least 11 am. It takes an average of 1 hr per drink to clear alcohol from your system. Just because you "don't feel drunk" doesn't mean your BAC will be 0.
Short term effects of alcohol include:_____.	A. Violence, risky sexual behaviours, and unintentional injuries B. Risky sexual behaviours, cancer, loss of friends C. Unintentional injuries, diarrhea, bed wetting D. Violence, Risky sexual behaviour, headaches	
Alcohol is what kind of drug?	A Depressant	Alcohol is a depressant meaning it reduces functioning of your central nervous system.

Alcohol – Get The Facts Kahoot Answer Key

Questions	Answer	Rationale
Drinking Alcohol Reduces the Risk of Cancer.	True False	There is a strong evidence of alcohol consumption and cancers of the esophagus, larynx, oral cavity and breast cancer in women.

All Substances Kahoot Answer key

Questions	Answer	Rationale
What % of students reported no drug use at all during the past year?	A. 10% B. 66% C. 44% D. 38%	According to the OSDUHS survey (2017), 44% of students (332,000) reported no drug use in the past year.
Alcohol, binge drinking, tobacco cigarette use, and cannabis use amongst youth from 1999-2017 are all trending _____.	A. Down B. Up C. Staying the same	<ul style="list-style-type: none"> • Alcohol (from 66.0% to 42.5%) • Binge drinking (from 27.6% to 16.9%) • Tobacco cigarettes (from 28.4% to 7.0%) • Cannabis (from 28.0% to 19.0%)
What is the average age that someone smokes their first cigarette?	A. 15.4 B. 13.2 C. 17.8 D. 14.2	In the 2017 OSDUHS survey students in Grade 12 reported the age at which they first smoked their first cigarette was 15.4 years.
What is the average age students report first drinking alcohol?	A. 12.4 B. 14.5 C. 17.1 D. 15.6	According to the 2017 OSDUHS survey.
What is the most common drug used among youth?	A. Alcohol B. Tobacco C. Cannabis D. Prescription drugs	Alcohol – so normalized. Sometimes people don't even view alcohol as a drug. Even though legal drinking age is 19, it's easily accessible.
The frontal lobe is responsible for decision making, and impulse control.	True False	Brain development- The last area to mature is the frontal lobe (prefrontal cortex)- responsible for executive functions- decision making, thinking through consequences of actions, emotional expression, problem solving, memory, language, and judgment/impulse control.
Research has show that a person with Mental Health issues has higher risk of a substance use problem.	True False	Research has shown that a person with a mental health problem has a higher risk for having a substance use problem, just as a person with a substance use problem has an

All Substances Kahoot Answer key

Questions	Answer	Rationale
		<p>increased chance of having a mental health problem.</p> <p>What comes first-the substance use issue or the mental health concern-varies and may be difficult to determine. The two are often intertwined and related.</p> <p>Adolescents with a substance use problem are about 3x as likely to have a concurrent mental health concern as youth without a substance use problem. Eg. Cannabis use. Some students who are experiencing mental health issues turn to cannabis to cope. However, cannabis use can also lead to mental health issues such as psychosis.</p> <p>-Drugs that depress the central nervous system, such as alcohol, are strongly associated with depressive and anxiety disorders.</p> <p>-Effects of substance use on the teen brain include change in mood, behaviors and emotions, decreased ability to cope and manage stress.</p>
<p>It is illegal to sell or supply e-cigarettes to anyone under the age of _____.</p>	<p>A. 16 B. 17 C. 18 D. 19</p>	<ul style="list-style-type: none"> • E-cigs are becoming popular among youth. However, It is Illegal to: Sell or supply e-cigarettes to anyone under the age of 19 Renormalization of smoking among youth • 11% of students report vaping; some students who vape are using e-cigs with nicotine; which could be a gateway to nicotine addiction.
<p>Weed, pot, Mary J/MJ, Grass are all street names for _____.</p>	<p>A. Cannabis B. Alcohol C. Hash D. Crystal Meth</p>	<ul style="list-style-type: none"> • Cannabis is the most commonly used <i>illegal</i> drug in Canada. • It is usually referred to as marijuana, but has many names including: Pot, Weed, Mary J/MJ, or Grass

All Substances Kahoot Answer key

Questions	Answer	Rationale
Any forum I find online will be helpful information about drugs and alcohol.	True False	Finding credible sources can be difficult. Look to health professionals like: <ul style="list-style-type: none">• MLHU website• Drug Free kids Canada• Canadian Centre on substance Abuse• Smokers helpline• Government of Canada• Centre for addictions and mental health• World health organization• The surgeon general• Think about it

**Fact Sheets,
Infographics
And
Brochures**

Health Effects of Alcohol

Short Term Health Risks

Alcohol use, especially binge drinking, has immediate effects that increase the risk of harm including:

- **Violence**
Fights, intimate partner violence, and child abuse.
- **Risky Sexual Behaviours**
Unprotected sex, sex with multiple partners, and increased risk of sexual assault. These behaviors can result in unintended pregnancy or sexually transmitted infections (STI's).
- **Alcohol Poisoning**
A medical emergency that results from high blood alcohol levels that can cause passing out, low blood pressure, low body temperature, coma, problems breathing, or even death.
- **Unintentional Injuries**
Traffic injuries (drinking and driving), falls, drowning, burns, and unintentional firearm injuries.

Long Term Health Risks

Over time, alcohol use can lead to the development of many physical, emotional, mental, and social problems including:

- **Heart Problems**
Heart attack, heart disease and high blood pressure.
- **Cancer**
Cancers of the head & neck, liver, colon, and breast. In general, the risk of cancer rises with increasing intake of alcohol. If you drink & smoke cigarettes, the risk of developing certain cancers is even greater.
- **Mental Health Problems**
Alcohol dependence, depression, anxiety, and suicide.
- **Social Problems**
Unemployment, financial crisis, and family/friend problems.
- **Stroke**
- **Liver Disease**
- **Stomach Problems**

Sources:

Butt, P., Beirness, D., Gliksman, L., Paradis, C., & Stockwell, T. (2011). [Alcohol and health in Canada: A summary of evidence and guidelines for low risk drinking](#). Ottawa, ON: Canadian Centre on Substance Abuse.

Rethink Your Drinking (2016). Health Effects. Retrieved from <http://www.rethinkyourdrinking.ca/risks/>

Continued ...

Reducing Your Risk

Recommendations For Reducing Your Risk If You Choose To Drink Alcohol:

- Follow [Canada's Low-Risk Alcohol Drinking Guidelines](#).
- Don't drink in any situation where there's a risk of injury to yourself or others — for example, drinking and driving.
- Don't mix alcohol with other drugs (this includes prescription drugs).
- Decide how much you will drink ahead of time and keep yourself to this limit.
- Take a limited amount of money with you if you go out to have a drink.
- Keep track of the amount you drink.
- Drink slowly and avoid drinking games.
- Eat before and while you are drinking.
- Alternate alcoholic with non-alcoholic beverages when you drink.
- Choose alcoholic beverages with lower alcohol content.
- If you are the designated driver, don't drink any alcohol or consume any other drugs.
- Do not become intoxicated with people you do not know and trust; criminal victimization is a much greater risk when you are drunk.
- Remember the need to practice safer sex — always use condoms.

Where Can I Get Help?

There are many things that you can do to reduce the risk of hurting yourself or others. Here are some supports you can reach out to and start making a change:

- Health Care Professional (Doctor or Nurse Practitioner)
- School Nurse, Social Worker or Guidance Counsellor
- A family member or trusted adult
- Connex Ontario 1-866-531-2600 www.connexontario.ca
- Addiction Services Thames Valley 519-673-3242 www.adstv.on.ca
- Reach Out 519-433-2023 www.reachout247.ca
- Centre for Addiction and Mental Health (CAMH) 1-888-495-2261 <http://www.camh.ca/>

Sources:

Butt, P., Beirness, D., Gliksman, L., Paradis, C., & Stockwell, T. (2011). [Alcohol and health in Canada: A summary of evidence and guidelines for low risk drinking](#). Ottawa, ON: Canadian Centre on Substance Abuse.

Canadian Centre on Substance Use and Addiction (2018). Drinking Guidelines. Retrieved from <http://www.ccdus.ca/Eng/topics/alcohol/drinking-guidelines/Pages/default.aspx>

Alcohol Poisoning

Alcohol depresses the central nervous system. When you drink a lot really fast your blood alcohol concentration (BAC) rises to the point of depressing the areas in your brain that control breathing, heart rate, and level of consciousness. The result is coma that can progress to death.

Symptoms of Alcohol Poisoning

- Unconscious, "sleeping", passed out – you cannot wake the person up
- Cold, clammy, pale or bluish skin
- Slow breathing, less than 8 breaths per minute, or irregular breathing, with 10 seconds or more between breaths
- Vomiting while "sleeping" or passed out, and not waking up after vomiting

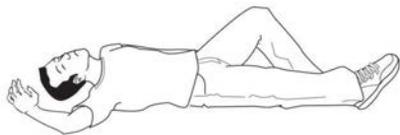
If a person has any of these symptoms, they are likely suffering from alcohol poisoning. It is important for them to receive medical attention.

What To Do

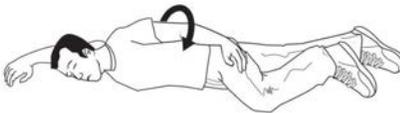
- Call 911
- Roll the person into the recovery position to prevent them from choking
- Do not leave the person alone. Stay with them and monitor breathing until medical help arrives

The Recovery Position

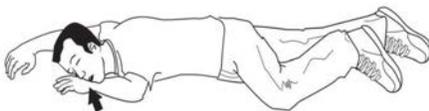
1. Raise the person's closest arm above their head. Prepare to roll them towards you.



2. Gently roll the person as a unit. Guard their head as you roll them.



3. Tilt head to maintain airway. Tuck nearest hand under cheek to help maintain head tilt.



4. Check them often.

Curious about Cannabis?

marijuana weed hashish bhong reefer roach hemp joint blunt shake pot grass dope maryjane

What is it?

Comes from the cannabis plant and is usually green/brown/grey coloured. THC is the main ingredient that causes the "high" (4).

How is it used?

Cannabis can be smoked as a cigarette (joint), smoked in a dry pipe or a water pipe known as a "bong" or mixed with food and eaten (2).



The Rise of THC (delta-9-tetra-hydrocannabinol)

1969-late 1970's contained roughly 1% THC



Now contains 15-20% THC (2).

Get the Facts

You hear...

When actually...

- 1 It's natural. If it comes from a plant, it must be safe.



Cannabis smoke has cancer-causing toxins that can cause damage to the lungs (5).

- 2 It will help me focus in school.



Cannabis use can cause decreased IQ, poor concentration and poor memory (3).

- 3 It's safe to drive after using Cannabis.



Users are 2 times more likely to have a car crash (1).

- 4 It's safe for anyone - no matter the age.



Youth are at the greatest risk of the negative health effects of Cannabis because the brain continues to develop until age 25 (5).

- 5 Police can't tell if you are high.



The police have the ability and tools to determine if you are impaired by cannabis (5).

- 6 It will improve my mental health.



Teen users are at an increased risk for depression, anxiety and psychosis (1).

- 7 I'll never get addicted.



1 in 6 people who use cannabis during their teens will develop a cannabis use disorder (1).



Relationship Problems

Have you thought about...



Lower Grades and Exam Scores



Financial Difficulties

Need Help?

Talk to your healthcare provider
Visit your school nurse
Addiction Services Thames Valley at 519-473-3242



1. Canadian Centre of Substance Abuse. (2015). The effects of cannabis use during adolescence. Retrieved from <http://www.ccsa.ca/ResourceLibrary/CCSA-Effects-of-Cannabis-Use-during-Adolescence-Report-2015-en.pdf>

2. Foundation for a Drug-Free World. (n.d.). What is Marijuana? Retrieved from <http://www.drugfreeworld.org/drugfacts/marijuana.html>

3. Government of Canada. (2017). Health effects of cannabis. Retrieved from <https://www.canada.ca/en/health-canada/services/substance-abuse/controlled-legal-drugs/health-risks-of-marijuana-use.html>

4. Middlesex/London Health Unit. (2017). Marijuana. Retrieved from <https://www.healthunit.com/marijuana>

5. Middlesex/London Health Unit. (2016). Marijuana: myths and facts. Retrieved from <https://www.healthunit.com/information-facts>

Vapour Products (Electronic Cigarettes)

What are vapour products?

- Vapour products (also known as e-cigarettes, e-cigs, mods, tank systems, vaporizers or vapes) are battery operated devices that are designed to heat a solution into a vapour when activated. Vapour products can also be used to vapourize cannabis or tobacco.
- E-cigarettes generally have three parts: an atomizer (contains the heating element); a battery; a chamber or “tank” containing the solution to be heated. Sometimes they may only have a cartomizer and a battery.
- The solution (also known as e-liquid, juice, e-juice or vape juice) can consist of nicotine, water, added flavours, and propylene glycol or vegetable glycerin.
- Vaping devices can be made from plastic or steel. Sometimes they resemble a real cigarette, but they are constantly being revamped and can even resemble pens or USB sticks.
- E-cigarette companies are being bought by tobacco companies and promoting to youth with sleek packaging and savvy marketing strategies (media, slogans, advertising etc.).

What is vaping?

“Vaping” is the act of using an e-cigarette:

- An individual sucks on the mouthpiece or pushes a button to activate the heating element.
- The solution in the cartridge heats up, turning it into a vapour to be inhaled.
- Vapour is **only** released when the e-cigarette is activated.

Is vaping legal?

- In Canada, it is now legal for an e-cigarette to contain nicotine, unless the vaping product makes a health claim.
- In Ontario, under the *Smoke-Free Ontario Act, 2017* it is illegal to:
 - Use an e-cigarette to vape any substance anywhere that smoking tobacco is not allowed
 - Sell or supply e-cigarettes to anyone under the age of 19

Continued ...

Are vapour products safer than cigarettes?

While e-cigarettes may be safer than regular cigarettes, less harmful doesn't mean safe.

- E-cigarettes have not been completely tested for safety and the short and long-term risks of use are currently unknown.
- Vapour produced from an e-cigarette can contain toxic chemicals and heavy metals. Even without nicotine or cannabis it is not harmless water vapour. The health effects of the second-hand vapour are also unknown.
- At this time, standards do not exist for how and where e-cigarettes (and the solutions) are made, packaged or labelled. This means that there may be no consistency in how devices are made or the chemicals that get added.
- The solution may not be properly packaged or even childproofed. Nicotine in solutions, even in small amounts, can be harmful if swallowed or if it comes into contact with the skin.
- Flavours added to e-cigarettes may not be safe for breathing into your lungs.
- E-cigarettes have not been proven to help people quit smoking. Those wanting to quit should use methods approved by Health Canada such as nicotine replacement therapy (NRT) or medications like Champix or Zyban.

What if you don't smoke, should you vape?

- E-cigarettes and solutions could contain nicotine even if not labelled and it could expose others to harmful chemicals. Those who do not smoke especially youth, young adults, pregnant women and those planning to become pregnant should not use an e-cigarette and avoid exposure to second-hand vapour.
- Studies are showing that youth who use e-cigarettes may be more likely to start smoking cigarettes or use other tobacco products
- Nicotine and cannabis in vapes can change the way young brains develop, making it harder to quit.
- Nicotine and cannabis in vapes can harm the parts of the brain that help people focus and learn.

If you don't smoke, don't vape.

For more information

- Contact the Middlesex-London Health Unit Smoke-Free Information Line at:
 - 519-663-5317 ext. 2673
 - smokefreeinfo@mlhu.on.ca
- www.smokefreeinfo.ca
- www.healthunit.com/e-cigarettes

Second-Hand Smoke

What is second-hand smoke?

Second-hand smoke is a mix of two kinds of smoke:^{1,6,7}

1. Smoke exhaled from a smoker.
2. Smoke from the end of a lit tobacco product, such as a cigarette, waterpipe, or cigar.

Facts about Second-Hand Smoke

- It is toxic and contains over **7,000 chemicals**; 69 of these chemicals can cause cancer.^{1,2,6,7}
- It contains the same harmful chemicals as the smoke inhaled directly from the cigarette, but some chemicals could be in higher amounts.^{1,3,4,6}
- Harmful chemicals from second-hand smoke remain in materials and fixtures long after someone has smoked there (this is called third-hand smoke).^{3,6,8}
- Exposure to second-hand smoke, even if you have never smoked before, increases your risk of lung cancer, lung disease, heart disease and stroke.^{1,6,7}
- Babies and young children are especially vulnerable to the effects of second-hand smoke.^{1,3,7}
- Only some of the smoke from a cigarette is actually inhaled by the smoker.
- The majority of the smoke enters the air around the smoker.⁴
- Smoke can travel in a number of ways between rooms in a home or units in a building, such as through vents, doorways, and fixtures, like outlets, plumbing, and ceiling fans.^{1,4,7,8}
- Second-hand smoke is not removed by the following; air purifiers and filters, opening windows, turning on a fan, closing doors or using air fresheners. Some of these may remove the odour, but not the harmful effects.^{1,4,6,8}
- Second-hand smoke is harmful even outdoors.^{4,7}
- There are laws banning smoking in workplaces and public places to protect against second-hand smoke exposure.⁵

Continued ...

Minimizing your Risk

- Make your home smoke-free, meaning no smoking is allowed in any room of the house. If you or your partner smokes, take it outside.^{1,4}
- Make your car smoke-free. Smoking in vehicles with passengers less than 16 years of age is illegal in Ontario, regardless of whether or not the car is moving, or whether or not any windows or doors are open.⁵
- Keep your children smoke-free; refrain from smoking around them even in outdoor spaces.^{4,7}
- Remove ashtrays, lighters, matches, pipes etc. from your home and car.⁴
- Place smoke-free signs on entrances to your home.⁴
- Choose childcare providers who don't smoke in their homes or near your children.^{1,4}
- If you must use tobacco, wash your hands, change your clothes and brush your teeth before interacting with others.⁴
- There is no safe level of second-hand smoke; it can be harmful even when you can't see it or smell it.

For more information, please contact the Middlesex-London Health Unit Tobacco information line:

- 519-663-5317 ext. 2673
- smokefreeinfo@mlhu.on.ca

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June 1, 2018

Waterpipe (Hookah) /Shisha

What is a waterpipe?

A **waterpipe** is a device used to smoke **pecially made tobacco** and **non-tobacco** products called **Shisha**

- Also known as hubble-bubble, goza, narghile or **hookah** in North America^{2,3}
- Waterpipes can vary in shapes and sizes but usually have **4 parts**:
 1. **Head** – where **Shisha** is heated by charcoal
 2. **Body** – the part that smoke travels through
 3. **Water bowl** – a water filled chamber that cools the smoke from shisha before being inhaled; it does not filter chemicals
 4. **Hose(s)** attached to mouthpieces - smoke from the water bowl travels through the hose to mouthpiece where it is inhaled

What is Shisha?

Shisha is a blend of: **moist tobacco** OR **herbs, preservatives** and **flavourings** held together with **molasses** or **honey**²; however, it is hard to know the exact amounts in a package for several reasons^{2,5}:

- **No standard labeling.** Exact ingredients are often not labeled clearly, sometimes it indicates that there are '**herbs**' but doesn't say what those herbs are, and it doesn't always state the amount of **nicotine**
- Even if packages do have labeling some retailers will take shisha out of the original package and place in Tupperware containers that have no labeling
- Some packages have labeling in a foreign language
- Some waterpipe cafes prepare their own shisha mixtures

Shisha is available in **flavours** such as: apple, plum, coconut, mango, banana, licorice, lemon, orange, tutti fruity, strawberry, and mint¹

Continued ...

Facts about Waterpipe and Shisha

- **Water pipe** smoking has been around for centuries and is a **custom** in **many countries** around the world⁶
- **It can be addictive** - Shisha can contain **tobacco** and **non-tobacco** blends. Even if it the blend is non-tobacco, flavoured liquid nicotine (called **e-liquid** or **e-juice**) can be added. This means that like cigarettes, waterpipe can be addictive. Research shows that waterpipe smoking contributes to starting and maintaining nicotine addiction^{2,3,4}
- **It can spread disease** - Part of the appeal for **youth** is that the waterpipe is usually smoked in groups or social gatherings. Yet, quite often the **same mouthpiece** is shared and **not cleaned properly** which puts individuals **at risk of diseases** like hepatitis, herpes, meningitis, tuberculosis and the flu^{2,3,4,6}
- **It produces second-hand smoke** - Just like cigarettes, waterpipe also produces second-hand smoke but not only does the shisha give off chemicals but so does the burning charcoal. Even if the shisha is herbal, it can **create** other **toxic substances** such as **carbon monoxide**⁵
- **It has the same health risks as cigarettes**- Even though there may be differences in how waterpipe and cigarettes are used (waterpipe has longer sessions and deeper inhalation), studies show that waterpipe smoke contains many **chemicals** associated with **cancer, heart disease, respiratory illness, low-birth weight, and gum disease** ^{2,3}

For more information contact:

The Middlesex-London Health Unit Tobacco Information Line 519-663-5317 ext. 2673 or email smokefreeinfo@mlhu.on.ca

Information from/adapted from the following References:

¹ American Lung Association. (February 2007). *An Emerging Deadly Trend: Waterpipe Tobacco Use*. American Lung Association: Washington, D.C.

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³ The Ontario Tobacco Research Unit. (2011). *Waterpipe Smoking: A Growing Health Concern*. OTRU: Toronto, ON. Accessed February 15, 2013

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September 30, 2016

Smokeless Tobacco

What is smokeless tobacco?

Smokeless tobacco is a mixture of **tobacco, nicotine**, water, abrasives, sweeteners, salt, and chemicals that is placed in the mouth to be **chewed, sucked, or sniffed** through the nose

- **Smokeless tobacco** contains over **3000 chemicals**, with **28** known to **cause cancer** and it can actually have **higher levels of nicotine** than cigarettes

Forms of Smokeless Tobacco

Chew – can be loose leaf, plugs or twists of tobacco that are sold loose, in pouches, or pressed into a hard brick called a **plug**. A **“wad”** of chew is placed between the cheek and gum and either chewed or held in place; any tobacco juice is spit out.

Snuff - finely ground tobacco that is dry or moistened. Dry snuff is inhaled through the nose. For moist snuff, a **“pinch”** or **“dip”** is placed between the cheek and gum; also referred to as **“dipping”**. Any tobacco juice is spit out.

Snus (sounds like snooze) – the “Swedish” style of snuff is finely ground moist tobacco; it is a **spitless** product. In Canada it is sold in pouches that are placed between the cheek and gum.

Health Effects of Smokeless Tobacco

Smokeless doesn't mean harmless; **smokeless tobacco** use can cause many **harmful effects** such as:

- **Cancer** of the esophagus, stomach, pancreas, mouth, throat, cheeks, gums and lips
- **Leukoplakia (white patches or sores)** on the cheek, gums, lips or tongue which can develop into cancer of the mouth
- **Heart problems** - heart disease, irregular heartbeats, high blood pressure, and increased heart rate
- **Stomach problems**
- **Tooth and gum problems** such as cavities, sores, tooth decay and loss, scratches on the teeth
- **Loss of taste and smell**
- **Addiction to nicotine**

Smokeless Doesn't Mean Harmless!

www.knowwhatsinyourmouth.ca/en/

For more information:

The Middlesex-London Health Unit Tobacco Information Line at: 519-663-5317 ext. 2673 or smokefreeinfo@mlhu.on.ca

Continued ...

References:

¹Health Canada. (2010). *Smokeless tobacco products: A chemical and toxicity analysis*. Retrieved July 12, 2011 from <http://www.hc-sc.gc.ca/hc-ps/pubs/tobac-tabac/smokeless-sansfume/index-eng.php>

²Government of Saskatchewan. (2014). *Smokeless (Spit) Tobacco*. Retrieved March 30, 2016 from <https://www.saskatchewan.ca/-/media/files/health/health%20and%20healthy%20living/health%20topics%20awareness%20and%20prevention/tobacco/smokeless-tobacco-2014.pdf>

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⁴Physicians for a Smoke-Free Canada. (2011). *Smokeless Tobacco: New Trends for and old product*. Retrieved February 28, 2013 from http://www.smoke-free.ca/pdf_1/smokeless-2011b.pdf

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⁶Statistics Canada. (2015). *The Canadian Tobacco Alcohol and Drugs Survey (CTADS): summary of results for 2013*. Retrieved March 30, 2016 from <http://healthycanadians.gc.ca/science-research-sciences-recherches/data-donnees/ctads-ectad/summary-sommaire-2013-eng.php>

September 30, 2016

Fentanyl Fact Sheet

What are Opioids?

Prescription [Opioids](#) are a family of medications used to treat severe pain. Opioids are an effective medication when used as prescribed, but they carry a high risk of addiction because of the high they can produce. You can develop a tolerance to opioids, meaning you have to take more of the drug to get the same high. This increases the risks of addiction and overdose. Opioids are available in many different forms including patches, powders, pills and sprays.

Examples of opioids include:

- Oxycodone
- Morphine
- Hydromorphone
- **Fentanyl**
- Codeine
- Methadone
- Heroin

What is Fentanyl?

Non-prescription (illegal) Fentanyl is a dangerous opioid which can be deadly in small amounts. Fentanyl is often prescribed in slow release patches that must be returned in order to receive new ones, however, powdered illegal fentanyl is now being found mixed in street drugs. Fentanyl is 50 to 100 times more toxic than morphine, and has caused hundreds of deaths in Ontario, and all over Canada.

Why are we concerned?

- Illegal Fentanyl is being pressed into pills to look like prescription drugs, but this kind of Fentanyl has no quality control and can easily go undetected.
- Fentanyl has no smell, taste, or colour making it very difficult to detect and an easy drug to mix into other opioids, street and party drugs.
- When Fentanyl is mixed with other opioids, alcohol, benzodiazepines (Ativan), or stimulants like cocaine, it increases the risk of accidental overdose.
- Drugs can be tampered with at any point! People buying or selling drugs may not be aware if it has been mixed (cut or laced) with ANYTHING before they sell it to you!

Reduce your Risk

If you are going to use:

1. Don't Use Alone

- If you overdose when you are alone there will be no one there to help you.
- When using with someone else, don't use at the same time. Be sure your friend is willing to call for help and make a plan for what to do if an overdose happens.
- If you do use alone, tell someone before you use. Leave the door unlocked and have someone come check on you

Continued...

- If you have a naloxone kit, tell someone where you keep it!

2. Don't Mix Drugs

- Don't mix opioids with other drugs or alcohol.
- Using more than one drug at a time increases your risk of overdose.
- If you are going to use multiple drugs, take less of each, and one at a time!

3. Go Slow

- The quality of street drugs is unpredictable. Fentanyl is being mixed into both opioid and non opioid drugs:
 - Made as a powder and mixed into cocaine, heroin, and crack.
 - Made as pills and being sold as 'oxycodone' (eighties, oxys) or other pills including ecstasy/MDMA.
- You can't taste, smell or see Fentanyl. Very small amounts can cause an overdose.
- Start using in small amounts and do "testers" (or test doses) to check the strength of what you are using.

4. Know your tolerance

- Tolerance is the body's ability to 'handle' the effects of the drug being used. Tolerance to a drug develops over time with regular use.
- Drug tolerance will decrease when somebody has taken a break from using - whether the break is on purpose or forced (like while in treatment, hospital or jail).
- Your tolerance will also change depending on weight, illness, general health status, lack of sleep, using other drugs.
- Use less drugs when your tolerance may be lower.

Your risk of overdose increases if you are a new user or haven't used in 3+ days!

5. Know the signs of an overdose

- They may be nodding off, not waking up easily, or unresponsive
- Slow or no breathing
- Blue lips and fingernails
- Cold and clammy skin
- Their body is limp/ dead weight
- They may be snoring or gurgling
- They may throw up

6. Know what to do if you suspect an overdose

- Call 911 Immediately
- Use Naloxone, place them in the recovery position
- Stay with the person

7. Carry Naloxone

- Naloxone is a medication that can temporarily reverse an opioid overdose.
- Naloxone is available free to people who use drugs and their family and friends!
- Learn more about [Naloxone](#), where to get a kit, and how to deal with a suspected overdose.

Chill Room

Activity Goal

To create a relaxing environment where students can relax, or connect with peers or staff, in a safe, quiet, non-judgmental space.

Activity Ideas

A Chill Room can have a variety of components:

- It can be located in a variety of spaces within your school such as within a resource room, or a corner within a library.
- It can be open all day, during the lunch hour, or just during certain periods throughout the day.
- The room can be open everyday or once a week, or periodically during key times of the year (e.g., during exams, holidays).
- Plan furniture and fixtures to make it a calming physical space. Low lighting, calm music is recommended.
- Consider having healthy snack options available in the room.
- Supervision is an important component of a chill room, and staffing should be a part of the planning.

Information on mental well-being resources can be available in the room (e.g., brochures, handouts, crisis support telephone numbers).

Coping Kits

A coping kit is a collection of items students will be able to reach for when they are stressed to help them to become calmer and/or reduce their stress. During this activity, have students create their coping cards first to place in their coping kits.

Instructions

1. Obtain the following items prior to implementing the activity so that each student participating gets each item to make their own coping kit.
 - Plastic baggies or small gift bags/boxes that can be decorated (Zip lock type or have ribbon to tie around the top of the plastic baggies).
 - Markers, glitter stickers to decorate the bags/boxes
 - Erasers
 - Rubber bands
 - Small packs of tissue or Kleenex
 - Notepads or journals (could include a pencil or pen)
 - Balls (type that can be squeezed)
 - Chocolate candy kisses (ensure nut free and/or check for students with allergies prior to giving)
 - Coping card templates printed on cardstock (see next page)
 - Loose leaf rings or binder rings
2. Students cut 6 coping cards and they can write or draw one coping strategy for stress on each card.
3. Review each item as students place the items in their kits.
4. Discuss the meaning or importance behind each item using the description below.

An eraser - to make thoughts disappear

A rubber band - to help you stretch beyond where you are now

A tissue pack – to wipe away any tears (yours or someone else's)

A journal or notepad – for you to write your thoughts or draw

A ball – to squeeze in your hand when you feel stressed

A candy kiss – to remind you that others care about you

Some coping cards – to remind you how to get calm or ask for help

Stress Cards

When I feel stressed I can....

Mindfulness Lesson Plan

This lesson plan provides a framework for reviewing breathing and mindfulness. Begin the lesson with a review of mindfulness and encouragement of mindfulness as a way to cope with stress.

- (a) What is Mindfulness?

- (b) What are the benefits of Mindfulness?

- (c) Complete a 2-3 minute guided meditation/mindfulness exercise. There are a variety of video's and apps available:
 - a. Mindfulness for Teens: <https://mindfulnessforteens.com/guided-meditations/>
 - b. Anxiety Canada: Youth - <https://youth.anxietycanada.com/>
 - c. Mindshift App (free)
 - d. Guided Mind (free)
 - e. Calm (free)
 - f. Headspace App (free)
 - g. Stop, Breathe and Think (free)

- (d) Discuss with students how they felt after practicing mindfulness?

- (e) Consider making mindfulness a part of your daily classroom activities.

Positive Affirmation Posters

Work with a student wellness committee to post some positive affirmation tear-off posters around the school. Students viewing the posters can tear off a positive thought for self-reflection or give to a friend.

- Student wellness committee members print copies of the posters or create their own.
- See the next page for a template of some posters for printing.
- After the posters are printed, cut the tear off components so that they are easy to tear off.
- Post around the school and remove/replace as the tear off sections get taken by students.

YOU ARE

Amazing!

Have a beautiful day!

please take one

& then feel free to pass it on...

you are beautiful

you are worth it

you can do it

you are loved

you are talented

your smile is beautiful

you are appreciated

you can make it happen

you are inspiring

YOU ARE

Talented !

Have a beautiful day!

please take one
& then feel free to pass it on...

you are beautiful

you are worth it

you can do it

you are loved

you are talented

your smile is beautiful

you are appreciated

you can make it happen

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YOU ARE

Beautiful!

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you can do it

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you are talented

your smile is beautiful

you are appreciated

you can make it happen

you are inspiring

Free

Positive Thoughts!

Have an awesome day!
please take one
& then feel free to pass it on...

you are beautiful

you are worth it

you can do it

you are loved

you are talented

your smile is beautiful

you are appreciated

you can make it happen

you are inspiring

Self-Care Bulletin Board

Instructions:

- Work with a student wellness committee so that students can collaborate to create promotional items to display in the school.
- Students brainstorm components of self-care that they would like to share with other students (about 5-8 topics).
- Examples of topics may include: mindfulness, healthy eating, sleep, physical activity, gratitude, courage, peace, self-calming, hope, patience, confidence etc.
- Use envelopes for the topics so that printed affirmations can be placed inside the envelopes and students can take these positive affirmations from the board.
- Use the template provided on the next page to print positive affirmations. Print, cut and place into the envelopes.



Positive Affirmations

“Self-confidence can be learned, practiced and mastered, just like any skill. Once you master it, everything in your life will change for the better.” - *Barrie Davenport*

Stay healthy in body & mind with healthy eating and physical activity on a regular basis.

Turn off your cell phone and/or devices several times each day and take a break from technology to connect with others face to face or to relax.

You are Talented!

Being kind makes a difference for others, share some kindness today.

Help others feel welcome at our school, greet someone and say “hi” today.

Make taking care of yourself and your needs for healthy eating, physical activity, and mental well-being a lifelong habit.

You are Amazing!

Aim to get 9 – 10 hours of sleep each night. Getting enough sleep will help you cope better with stress and anxiety.

Ask a caring adult for help at school when you have a personal problem or when stress/anxiety are getting to you. Guidance, School Social Worker or School Nurse, they are here to help.

Drink water and stay hydrated regularly through each day. Discontinue or decrease caffeine intake to reduce your physical body stress reactions.

Getting enough sleep (9-10 hours each day) helps you deal with the stresses of everyday life.

You can inspire others with your kindness.

“Sometime things aren’t clear right away. That’s where you need to be patient and persevere and see where things lead” - *Mary Pierce*

“One important key to success is self-confidence. An important key to self-confidence is preparation.” - *Arthur Ashe*

Positive Affirmations

“Think like a queen. A queen is not afraid to fail.
Failure is another stepping stone to greatness.” - *Oprah*

“Have confidence that if you can do a little thing well,
you can do a bigger thing well too.” – *David Storey*

“Confidence is a habit that can be developed by acting as if you already
had the confidence you desire to have.” - *Brian Tracy*

“When I started counting my blessings, my whole life turned around.”
- *Willie Nelson*

“Always be yourself and have faith in yourself.” – *Bruce Lee*

“Don’t wait until everything is just right. It will never be perfect. There will always be challenges,
obstacles and less than perfect conditions. So what? Get started now. With each step you take, you will
grow stronger & stronger, more & more skilled,
more & more self-confident, and more & more successful.” – *Mark Victor Hansen*

“Once we believe in ourselves, we can risk curiosity, wonder, spontaneous delight, or any experience
that reveals the human spirit.” - *E.E. Cummings*

I can learn from mistakes and challenges.

“Trust yourself. Create the kind of self that you will be happy to live with all your life. Make the most of
yourself by fanning the tiny, inner sparks of possibility into flames of achievement.” - *Golda Meir*

You are Awesome!

“You wouldn’t worry so much about what others think of you
if you realized how seldom they do.” – *Eleanor Roosevelt*

“Each time we face our fear, we gain strength, courage, and confidence in the doing.”
– *Theodore Roosevelt*

How to Use Nicotine Replacement Therapy (NRT) for Quick Relief of Cravings

NRT when used right, can double your chances of quitting smoking.

All forms of short acting NRT are absorbed in the lining of the mouth (through your cheek).

NICOTINE GUM

- Do not chew like normal gum
- Only use one piece at a time
- Works in 10 minutes
- Repeat for 20-30 minutes



NICOTINE LOZENGE

- Moisten lozenge in mouth
- Do not chew lozenge or swallow saliva
- Move from side to side, for about 1 min. per side until the lozenge is all gone
- Works in 7-10 minutes

How to Use Nicotine Replacement Therapy (NRT) for Quick Relief of Cravings

NICOTINE INHALER

- Puff and hold in the mouth. Nicotine is to be absorbed in mouth not inhaled into lungs
- 1 nicotine cartridge is equal to 2 cigarettes but has no added chemicals
- Works in 5 minutes



NICOTINE QUICKMIST

- Spray 1-2 times/hour in mouth avoiding lips
- Avoid inhaling spray
- Works in 1 minute



For best results, avoid drinking 15 minutes prior to and during use of all short acting NRTs.

QUESTIONS?

Talk to your healthcare provider/pharmacist.
Call Smoker's Helpline at 1-877-513-5333.

TOBACCO CESSATION OPTIONS

Counselling, Resources, Nicotine Replacement Therapy or Prescription Medication

Access a Family Doctor or Nurse Practitioner

Some Family Health Teams (FHTs)/Community Health Centres (CHCs)/Nurse Practitioner Led Clinics/Aboriginal Health Access Centres are offering smoking cessation counselling and nicotine replacement therapy for their patients.

Check with your health care professional.

Accesses Addiction Services of Thames Valley

Offers smoking cessation support and services, as well as nicotine replacement therapy for their clients.

www.adstv.on.ca

First Nations and Inuit

Limited use coverage under the Non-Insured Health Benefits (NHIB) Program for nicotine replacement therapy and prescription medications.

Accesses Addiction Services of Thames Valley

Individuals may have coverage for nicotine replacement and/or prescription medications under a group drug benefit plan. Counselling for smoking cessation can be offered through an Employee Assistance Program (EAP).

TOBACCO CESSATION OPTIONS

Ontario Disability Support Program (ODSP)

Ontario Drug Benefit (ODB) Program

OHIP Coverage for individuals 18-24 years old

Southwestern Public Health Pharmacy Program

Limited use coverage for prescription medications; bupropion and varenicline; or NRT at select pharmacies.

www.mcass.gov.on.ca/en/mcass/programs/social/odsp

www.ontario.ca/page/get-coverage-prescription-drugs

www.ontario.ca/page/learn-about-ohip-plus

www.swpublichealth.ca/quitsmoking

Other Options

Canadian Cancer Society

Smokers Helpline

Provides proven support where and how you need it (online or text)

Text: "iQuit" to 123456

Online: www.smokershelpline.ca

Telehealth

Telehealth

Phone support for quitting smoking

Toll-free: 1-866-797-000

Southwestern Public Health

For more information and quit smoking supports:

- Call 1-800-922-0096
- Talk to your school health nurse
- Visit www.swpublichealth.ca/quitsmoking

Take the Pledge

Goal: To encourage a school culture where tobacco use is not tied to the school environment or any special events.

1. Homeroom teachers, coaches, special events supervisors (prom, semi-formal) are to challenge their students to 'take the pledge' and stay tobacco-free for a period of time. Think of this activity as an addition to the classroom/team/group expectations.
2. Determine the competition period that students are to commit to a tobacco-free status.
3. Ask students to recite the following pledge to enter the competition:

"I believe that every student has the right to learn and play in a healthy school environment.

I pledge to not use any tobacco products on school property or during any school events.

I pledge to do my best to encourage my peers to abstain from using substances, I will do my best to support my peers, and I will promote tobacco-free living."

4. If the classroom/team/group remain tobacco-free at the end of the competition than they can win a prize as a reward.

NOTE: All students must remain tobacco-free in order for the class/team to be eligible to win a prize. Students are encouraged to support their peers throughout the competition period.

OPTION: Set-up regular intervals of time for students to report on their tobacco-free status.

OPTION: Have all students sign an individual or class/team/group 'contract' to document their commitment

Substance Use Health Walls

For downloadable posters visit <http://www.unfilteredfacts.ca>



Be sure to check your point of view about **cannabis**.

Make health choices using facts not beliefs.

It is safer not to use cannabis, but if you choose to use, look into ways to reduce risk to your brain and body.

Plus, if you're under 19, it's still illegal.

BE WISE. KNOW THE FACTS.
USE YOUR INSTINCTS.

unfilteredfacts.ca/cannabis



Shield your mental health by not using **cannabis**.

Young people who use cannabis often are at increased risk of:

- depression
- anxiety
- psychosis

Plus, if you're under 19, it's still illegal.

PROTECT YOURSELF. KNOW THE FACTS.
USE YOUR INSTINCTS.

unfilteredfacts.ca/cannabis



Even **vape companies** admit their products are dangerous.

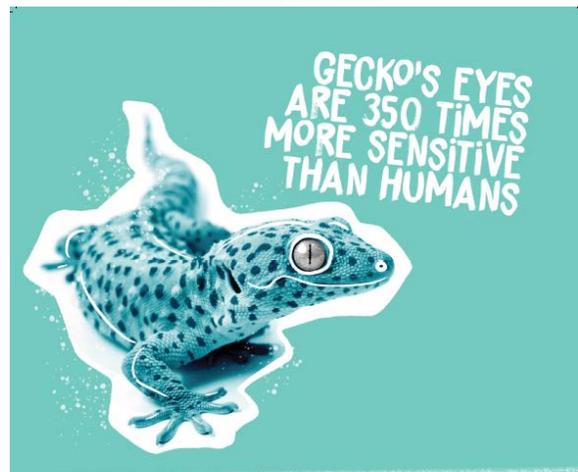
Yet they target youth through:

- fun flavours & trendy designs
- social media influencers
- hosting summer camps
- marketing in school classrooms



SAME TACTICS. NEW PRODUCT. KNOW THE FACTS.
USE YOUR INSTINCTS.

unfilteredfacts.ca/vaping



See the truth about **vaping**.

The aerosol from vaping products is not just harmless water vapour, it contains:

- nicotine
- heavy metals like lead from heating coils
- flavourings that were never meant to be inhaled



SEE THE LIGHT. KNOW THE FACTS.
USE YOUR INSTINCTS.

unfilteredfacts.ca/vaping

Announcement Examples

Vaping

The aerosol from vaping products is not just harmless water vapour; it contains chemicals that can lead to lung damage, gum disease, changes in the brain, and addiction. Resist the trap and know the facts about vaping!

The industry would lead you to believe that vaping helps you relax. However, research shows that vapers are 2x as likely to suffer from depression, anxiety, and emotional problems. Protect yourself and know the facts about vaping!

Vaping products are being advertised as less harmful than cigarettes. Less harmful doesn't mean safe. Vaping products contain nicotine, heavy metals like lead from heating coils, and flavourings that were never meant to be inhaled. Be clever and know the facts about vaping!

Although vaping in youth is on the rise, a large recent study shows that 85% of Canadian teens are not vaping. Even if it seems like everyone around you is using, remember, the majority of youth DON'T use. Be wise and know the facts about vaping!

Cannabis

The brain continues to develop until your mid-20s. Regular and heavy cannabis use before the brain is fully developed can make it harder to do well at school or on the job. Stay Sharp and know the facts about Cannabis!

Young people who often use cannabis are at increased risk of mental illness. Shield your mental health and know the facts about Cannabis!

The majority of youth DON'T use cannabis. Did you know? 4 out of 5 Ontario students report NOT having used cannabis in the past year. Join the pack and know the facts about Cannabis!

When it comes to cannabis you may hear...it's natural. If it comes from a plant it must be safe. When actually...Cannabis smoke has cancer causing toxins that can cause damage to the lungs. Protect yourself and know the facts about Cannabis!

When it comes to cannabis you hear...You can't get addicted to cannabis. When actually...1 in 6 people who use cannabis during their teens will develop a cannabis use disorder. Be clever and know the facts about Cannabis!

Video Announcements - For more videos to use as announcements visit <http://www.unfilteredfacts.ca>

**If you don't use cannabis
you're part of the pack.**

4 out of 5 Ontario students report not having used cannabis in the last year.

Twitter Examples

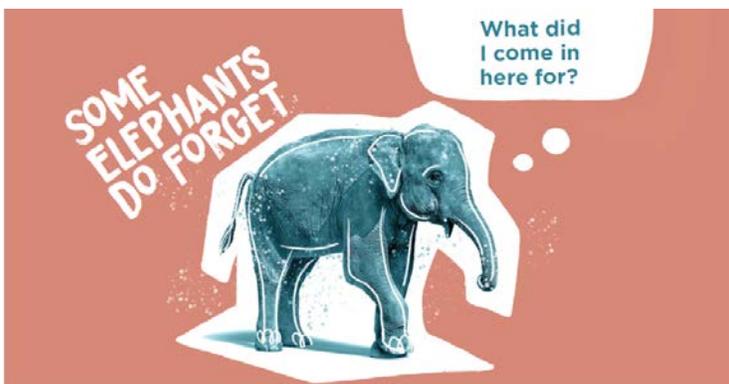
For more social media posts on Cannabis and Vaping visit: <http://unfilteredfacts.ca>



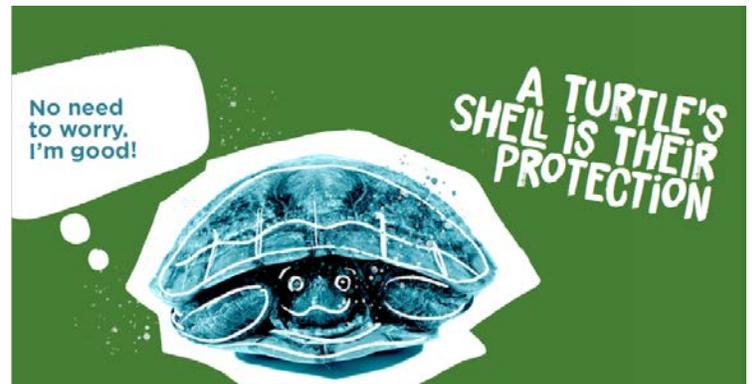
Despite common belief, most youth don't vape. A recent study showed that 85% of Canadian teens are not vaping. Learn more about vaping at <http://unfilteredfacts.ca> #vapinginfo #healthyschools



Spot the Myths! Canada's leading vape company does not make a "no nic" product. One pod can = as much nicotine as an entire pack of cigarettes. Get the Facts, learn the facts about vaping at <http://unfilteredfacts.ca> #vapinginfo #healthyschools



Stay Sharp! The brain continues to develop until your mid-20s. Regular and heavy cannabis use before the brain is fully developed can make it harder to do well at school or on the job. Learn more at <http://unfilteredfacts.ca> #cannabisaware #healthyschools



Protect Yourself! Young people who often use cannabis are at increased risk of mental illness. Shield your mental health. Know the Facts. Use your instincts. Learn more at <http://unfilteredfacts.ca> #cannabisaware #healthyschools

Instagram Post Examples

For more social media posts on Cannabis and Vaping visit: <http://unfilteredfacts.ca>



What might appear innocent and safe is actually dangerous.

RESIST THE TRAP. KNOW THE FACTS.
USE YOUR INSTINCTS.



The aerosol from vaping products is not just harmless water vapour; it contains chemicals that can lead to:

- Lung damage
- Changes in the brain
- Addiction

Resist the trap. Know the facts. Learn more about vaping at <http://unfilteredfacts.ca>
 #vapinginfo #healthyschools



Guard your mental health by not vaping.

PROTECT YOURSELF. KNOW THE FACTS.
USE YOUR INSTINCTS.



Research shows that vapers are 2x as likely to suffer from:

- Depression
- Anxiety
- Emotional problems

Protect yourself! Know the facts. Learn more about vaping at <http://unfilteredfacts.ca>
 #vapinginfo #healthyschools



Your brain works better without cannabis.

Regular cannabis use can make it harder to do well at school or on the job.

STAY SHARP. KNOW THE FACTS.
USE YOUR INSTINCTS.



Your brain works better without cannabis. Delaying cannabis use can benefit:

- Memory
- Learning
- Intelligence

Plus, if you're under 19 it's still illegal. Get the facts, and learn more about cannabis at <http://unfilteredfacts.ca>
 #cannabisaware #healthyschools



If you don't use cannabis you're part of the pack.

4 out of 5 Ontario students report not having used cannabis in the last year.

JOIN THE PACK. KNOW THE FACTS.
USE YOUR INSTINCTS.



Even if it seems like everyone around you is using, remember, the majority of youth DON'T use cannabis.

Plus, if you're under 19 it's still illegal. Get the facts, and learn more about cannabis at <http://unfilteredfacts.ca>
 #cannabisaware #healthyschools

Substance Use Resource Guidelines

Project must include the *following*

- Health poster is related to the topic of substance use.
- Brief descriptive paragraph describing poster (less than 100 words).
- Submitted in a **high resolution format (minimum 300 dpi)** and in both portrait and landscape.
- Poster does not include any brand name items or company logos.

General project rules

- Resource must be relevant to the theme of substance use.
- Resource must be original, created by student, and the student must be the sole owner of all rights to the project.
- Resource must NOT include any brand name items or company endorsement images.
- Appropriate resources are provided if any statistics and/or facts are used.
- Resources will be judged on criteria in four categories including creativity, message, health topic and ability to inspire change. Overall these categories summarize how creatively the chosen health topic and message have been incorporated into the poster.

Posters that include photography

- Follow all general poster rules listed above.
- If students are submitting a photo, have all participants appearing in the photo sign a consent form.

Substance Use Resource Marking Guide

Name _____

Please check off as many criteria per category that the resource meets. Each criterion completed and checked is worth one point. Please tally the points at the end of each section and then again at the end to create a final score.

1. CREATIVITY

- Resource is unique
- Resource is youth friendly
- Use of chosen media is interesting/ innovative
- Themes/ images are appropriate and visually appealing

Total _____

2. MESSAGE

- The main message is clear
- The message is meaningful to youth
- The message is powerful and inspiring
- The message connects to the health topic chosen
- The poster makes me think about my own lifestyle choices
- The written summary accurately describes the poster and the health message

Total _____

3. HEALTH TOPIC

- The resource clearly reflects the health topic chosen
- The health information presented is accurate and true

Total _____

4. INSPIRED CHANGE

- This resource would inspire students to make healthier choices
- I learned something new about the chosen health issue
- It would motivate students/ youth to change their behavior
- It would interest students across the Middlesex County and City of London communities

Total _____

Overall Score _____/16

Code of Conduct and Policy

Sample Announcements

1. Hey (school mascot)! To protect the health of staff, students and visitors, we just want to remind you that it is prohibited to smoke or hold lighted tobacco, cannabis, or use e-cigarettes on school property. It is also prohibited to use shisha, smokeless tobacco, and/or other cannabis and vapour products. Thank you for your co-operation.
2. Did you know that Tobacco Enforcement Officers have the right and duty to enforce the Smoke-Free Ontario Act, 2017? That includes conducting routine inspections and handing out tickets to those violating these laws which includes using tobacco, cannabis and vaping. Yes, they also do pop-in inspections at schools. Don't be caught breaking the law. Fines for smoking in a prohibited place range from \$250 to \$5000. Fines for allowing smoking and not fulfilling relevant owner/operator obligations under the Act can range from \$300 to \$300,000. Know the law. Have questions? See your public health nurse for more information or for quit smoking support.
3. Just a reminder, even though cannabis use is legal in Canada, in Ontario it is still illegal to use or have cannabis in your possession if you are under 19 and carries a hefty fine if caught. It's also illegal to use any cannabis products (smoked or otherwise) on school property.
4. Ugh! Smoking! Wanna butt out for good? Did you know our school public health nurse can help you quit smoking? See (insert name of PHN) for all your health needs and concerns. She can also help you quit cannabis, vaping, chew, or even just help you cut down on your use. Don't want to see the nurse? There are other programs in the community that can help. Your family doctor or nurse practitioner, Addiction Services Thames Valley and the Southwestern Public Health.

Find more announcements on vaping and cannabis see the [School Wide Campaigns](#) section in toolkit or have students compose their own announcements/social media posts. See your public health nurse for more support.

Know the rules...

No
Smoking

No
Vaping

No
Chew

No
Cannabis
Products

No
electronic
smoking
devices

No
Shisha

No related
accessories

No selling or
distribution of
any of these
items

24 hours a day
7 days a week

Banned on school grounds and within 20 metres from any point of perimeter of school grounds. Also, banned on school buses and class, club and team trips.

Code of Conduct Sample Tobacco, Cannabis, Smoke-Free and Vapour-Free Environment

Students, staff and visitors are prohibited from smoking or vaping on school grounds and within 20 metres from any point of the perimeter of the school grounds. This includes the smoking or holding of lighted tobacco and cannabis (marijuana), and includes a ban on the use of vapour products. Students and staff that have a legal medical document authorizing them to use medical cannabis need to discuss with school administration to determine if an accommodation plan is required. Students, staff and visitors are also prohibited from using shisha, smokeless tobacco, and other non-medical cannabis products (e.g. edibles, oils, etc.), and all related accessories.

This code of conduct is in effect 24 hours a day, 7 days a week, and on school buses, or during any part of an official school field trip, including athletic team trips and school club excursions. At a minimum, students will be warned at the beginning of each semester over the P.A. system and/or via assemblies.

Failure to comply with the code of conduct may result in internal student discipline (e.g., warning, notification to parents, suspension, etc.), withdrawal of privileges, and/or tickets issued by an Officer of a Provincial Enforcement Agency.

Tobacco, Cannabis, Smoke-Free and Vapour-Free Environment **Sample Policy**

Proposed policy recommendation - Middlesex-London Health Unit and Southwestern Public Health

References

[Smoke-Free Ontario Act, 2017 \(SFOA, 2017\)](#)

[Education Act, R.S.O., 1990](#)

[Cannabis Control Act, 2017](#)

Purpose

The [insert name of school board / school] has an interest to ensure that all students and their families, volunteers and staff have a safe and healthy learning and working environment. In accordance with the *Smoke-Free Ontario Act, 2017 (SFOA, 2017)* and the *Cannabis Control Act, 2017*, the Board recognizes that this environment is one that is free from the harmful effects of the use of tobacco products, cannabis (marijuana) products, shisha, vapour products (e-cigarettes) and all related accessories.

Policy Statement

The [insert name of school board / school] will declare, establish and maintain an environment free from tobacco, cannabis, smoke, and vapour. Individuals are prohibited from smoking or vaping on school board property and within 20 metres from any point of the perimeter of the property. This includes the smoking or holding of lighted tobacco and cannabis, and includes a ban on the use of e-cigarettes. Individuals that have a legal medical document authorizing them to use medical cannabis will need to discuss with school administration to determine if an accommodation plan is required. The use of shisha, smokeless tobacco and other non-medical cannabis products (e.g. edibles, oils, etc.), and all related accessories are also prohibited.

This policy also pertains to property that is used for school purposes that fall under a shared land use agreement with the local municipality and to vehicles parked on property at all times.

Application of Policy

This policy applies to all students, staff, trustees, parents, visitors, volunteers, community partner agencies, facility renters, contractors and any other individual on school board property or in vehicles parked on school board property or on property that is used for school purposes that fall under a shared land use agreement.

This policy is in effect 24 hours a day, 7 days a week, and applies to all school-sponsored or school-related events, and out-of-classroom programs and activities approved by, or under jurisdiction of the Board.

In accordance with the *SFOA, 2017*, exceptions are made for the traditional use of tobacco. No provision of this policy prohibits an Indigenous person from smoking tobacco or holding lighted tobacco, if the activity is carried out for traditional cultural or spiritual purposes. Further, the policy does not prohibit a non-Indigenous person from smoking or holding lighted tobacco if the activity is carried out with an Indigenous person for cultural or spiritual persons. Therefore, if an Indigenous person requests to use tobacco for traditional Indigenous cultural or spiritual purposes, every effort will be made to accommodate the individual in an appropriately designated space.

Rationale for Tobacco, Cannabis, Smoke-Free and Vapour-Free Environment

Schools have the responsibility to provide supportive, healthy places for living, learning, and working that promote the mental, physical, social, and spiritual well-being of their students, staff members, and the community as a whole.¹

Implementing a Tobacco, Cannabis, Smoke-Free and Vapour-Free Environment fits within the comprehensive school health approach^{1,2,3} and can:

- prevent students from initiating the use of tobacco, cannabis and vapour products by limiting access and acceptability;
- provide a safe, supportive, and healthy learning environment and workplace for students and staff;
- support students and staff to make and maintain healthy lifestyle choices;
- support students and staff who are trying to quit;
- provide and promote positive tobacco, cannabis, smoke-free and vapour-free role models;
- reinforce healthy lifestyle content and messages that are promoted through curriculum and health education; and,
- increase compliance with the *SFOA, 2017*, and the *Cannabis Control Act, 2017*.

The *SFOA, 2017* prohibits:

- anyone from smoking / holding a lighted tobacco or cannabis product and using an electronic cigarette to vape any substance anywhere on school board property (elementary, secondary, or private schools) and within 20 metres from any point of the perimeter of the school property including in personal vehicles on school property; and,
- the sale or supply of tobacco or vapour products (whether or not it contains nicotine) or any component part of an electronic cigarette to anyone under 19 years of age, regardless of the seller's / supplier's age. This includes the sale and free distribution of any tobacco or vapour product regardless of quantity (i.e. includes single denominations) to anyone under 19 years of age, regardless of the seller's / supplier's age.

The *SFOA, 2017* also requires that prescribed signage respecting the prohibitions on the use of tobacco, cannabis and vaping products are posted at appropriate locations on the property and throughout enclosed workplaces including washrooms, entrances, exits, parking lots and sports fields. Signs must be posted in sufficient number on school property to effectively communicate the prohibition on the use of prohibited products on school property.

Ontario's *Cannabis Control Act, 2017* prohibits:

- youth under the age of 19 from consuming, possessing, attempting to purchase, purchasing or distributing non-medical cannabis products; and,
- the sale or distribution of cannabis to a person under 19 years of age.

Additional Tobacco, Cannabis, Smoke-Free and Vapour-Free Environment Policy Prohibitions

In addition to ensuring compliance with the *SFOA, 2017* and the *Cannabis Control Act, 2017*, the [insert name of school board / school] further prohibits the use of smokeless tobacco, shisha, and other non-medical cannabis products (e.g. edibles, oils, etc.), and all related accessories on school board property at all times.

For greater certainty and policy application, the following table outlines examples of common tobacco, cannabis and smoking-related products and their accessories:

Prohibited product (not limited to)	Prohibited accessories (not limited to)
Lighted tobacco: <ul style="list-style-type: none"> Cigarettes, pipes, cigars, cigarillos, blunt wraps, beedies 	<ul style="list-style-type: none"> Lighters, matches, rolling papers, plastic / tin cigarette cases, cigarette holder
Smokeless tobacco: <ul style="list-style-type: none"> Chew, plug, snus, snuff 	<ul style="list-style-type: none"> Spit bottles, tins, tubs
Shisha <ul style="list-style-type: none"> Tobacco and / or herbal 	<ul style="list-style-type: none"> Waterpipe / hookah apparatus, charcoal, mouthpiece, nicotine solutions
Vapour Products: <ul style="list-style-type: none"> Electronic cigarettes, e-cigars, e-pipes, e-waterpipe / hookah, vapes, vapourizers and all components / parts of the device E-substances: concentrates, nicotine solutions, cannabis oil, pods / cartridges / capsules (whether or not they contain tobacco, nicotine or cannabis), tobacco heat sticks, etc. 	
Lighted cannabis: <ul style="list-style-type: none"> Dried cannabis Cannabis resin, oils & concentrates (hash, hash oil, cannabis oil, wax, shatter) 	<ul style="list-style-type: none"> Lighters, matches, rolling papers, filters, pipes, bongs, nails/dab accessories, holders, "roach clips", vials, drops, elixirs, oral sprays
Edible cannabis products: <ul style="list-style-type: none"> Any food item consisting of or containing cannabis products 	
Tinctures: <ul style="list-style-type: none"> Alcohol-based cannabis extract 	<ul style="list-style-type: none"> Droppers, vials

Definitions

School Board Property: refers to any property owned or occupied by the Board, including administrative and non-administrative buildings, schools (and their surrounding property), and Board-owned or leased vehicles and machinery. Temporary structures erected on school board property are also considered Board property. Property that is used for school purposes that fall under a shared land use agreement also meets the definition of Board Property.

Tobacco Product: refers to any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, heated, absorbed, dissolved, inhaled, sniffed or ingested by any other means, or any component part, or accessory of the tobacco product. Common types of tobacco products

include but are not limited to cigarettes, cigarillos, cigars, chew, plug, snus, snuff, blunt wraps, beedies, cartridges / pods / capsules containing tobacco, tobacco heat sticks and shisha (tobacco or herbal).

Cannabis Product: refers to any product containing, made or derived from cannabis that is intended for human consumption whether smoked, heated, inhaled, dissolved, or ingested by any other means, or any component part, or accessory of the cannabis product. Common types of cannabis products include dried cannabis (e.g., joints, spliffs, blunts), concentrated cannabis products (e.g., hash, hash oil, shatter, wax), and edible cannabis concentrates (food or drink products containing cannabis).

Vapour Product: refers to any vapourizer or inhalant-type device designed to operate in a similar manner, whether called an electronic cigarette, or any other name, that contains a power source and heating element designed to heat a substance and produce a vapour to be inhaled. This includes but is not limited to electronic cigarettes, devices designed to heat tobacco or cannabis, devices that look like USB's, e-cigars, e-waterpipes / hookahs and e-pipes, as well as any e-substance (cartridge, pod, capsule, heat sticks and solutions, whether or not they contain tobacco, nicotine or cannabis) or any component of an electronic cigarette, including the package in which the electronic cigarette, e-substance or component is sold.

This does not include any product that is approved by Health Canada as a quit smoking aid (e.g. nicotine patches, mist, inhalers, gum and lozenges), or is prescribed as a medicine for lung, respiratory or allergy-related ailments (e.g. Ventolin or steroid inhaler).

Tobacco, Cannabis and Smoking-Related Accessory: refers to any item that is used for the consumption of a tobacco or cannabis product, including but not limited to pipes, bong, cigarette holders, lighters, matches, rolling papers, cigarette cases, spit bottles, tins, tubs, chargers, mouth pieces, cutters, charcoal, waterpipe / hookah, grinders and dabbers/nails.

Tobacco, Cannabis, Smoke-Free and Vapour-Free Environment: is an environment that is free from the harmful effects of second-hand smoke and vapour, and free from the use of any tobacco product, cannabis product, vapour product, smoking-related product, or accessory.

Responsibilities

[Insert name of school board], **Director of Education** shall be responsible:

- To oversee implementation and operationalization of the Tobacco, Cannabis and Smoke-Free Environment policy and to ensure compliance with the proposed *SFOA, 2017* and the *Cannabis Control Act, 2017*.
- To review the Tobacco, Cannabis, Smoke-Free and Vapour-Free Environment policy on an annual basis, or as required.

Superintendents, Managers, Principals and Vice-Principals shall be responsible:

- To provide leadership and support to ensure the Tobacco, Cannabis, and Smoke-Free Environment policy is implemented.
- To ensure that the Tobacco, Cannabis, Smoke-Free and Vapour-Free Environment policy and related procedures are followed and communicated to staff, students, parents and other visitors.
- To ensure prescribed and required signage is posted in compliance with the *SFOA, 2017*, the *Cannabis Control Act, 2017*, and the Tobacco, Cannabis, Smoke-Free and Vapour-Free Environment policy.
- To ensure compliance with the *SFOA, 2017*, the *Cannabis Control Act, 2017*, and the Tobacco, Cannabis, Smoke-Free and Vapour-Free Environment policy.

- To address any non-compliance with the *SFOA, 2017, the Cannabis Control Act, 2017*, and the Tobacco, Cannabis, Smoke-Free and Vapour-Free Environment policy.

School Staff (e.g. Teachers, Administrative Support Staff, Social Workers, Speech Pathologist, Custodians, Security, etc.) shall be responsible:

- To ensure compliance with the *SFOA, 2017, Cannabis Control Act, 2017*, and the Tobacco, Cannabis, Smoke-Free and Vapour-Free Environment policy.
- To report non-compliance of the *SFOA, 2017, the Cannabis Control Act, 2017*, and the Tobacco, Cannabis, Smoke-Free and Vapour-Free Environment policy to school administration.
- To provide early intervention for students. Students with problems that arise from the use of substances will be referred to and encouraged to make use of appropriate assessment and counselling services in the schools and/or community.
- To reinforce healthy lifestyle content and messages that are promoted through curriculum and health education.
- To act as a positive tobacco, cannabis, smoke-free and vapour-free role model.

Tobacco Enforcement Officers (TEO) and/or other Provincial Enforcement Officers shall be responsible:

- To enforce the *SFOA, 2017* and the *Cannabis Control Act, 2017* on school board property:
 - conduct routine inspections of school property;
 - issue warnings and charges for non-compliance;
 - respond to complaints from schools regarding non-compliance; and,
 - provide educational materials.

Non-Compliance

Non-compliance may include but is not limited to:

- using or consuming any prohibited product (as outlined above) on school board property;
- the sale or distribution of any prohibited product (as outlined above) to a person under the age of 19 on school board property; and,
- the carrying / displaying / use of any above mentioned accessory (as outlined above).

Enforcement

Failure to comply with the Tobacco, Cannabis, Smoke-Free and Vapour-Free Environment policy can be subject to consequences outlined in existing school board policies such as the code of conduct and safe schools' policies. Actions may include:

- Internal student discipline (e.g., warning, notification of parents, detention, suspension);
- Meeting / assessment with school support staff and/or community partner agencies including Public Health Nurses, Mental Health and Addiction Nurses, Social Workers, Counselors, etc.;
- Withdrawal of privileges to use the building(s) and / or property;

- Notification of employee non-compliance to supervisors/management (including but not limited to community partner agencies and contractors); and,
- Education, referral to an approved prevention/diversion program, warning, and/or ticket issued by Tobacco Enforcement Officer and/or other Provincial Enforcement Officer.

¹ Ministry of Education. (2014) Foundations for a Healthy School: A Companion Resource to the K-12 Effectiveness Framework. Toronto, ON: Queens Printer for Ontario 2014. Retrieved from: <http://www.edu.gov.on.ca/eng/healthyschools/resourceF4HS.pdf>

² Ministry of Education. (2013) Supporting Minds: An Educator's Guide to Promoting Students' Mental Health and Well-Being. Toronto, ON: Queens Printer for Ontario 2013. Retrieved from: <http://www.edu.gov.on.ca/eng/document/reports/SupportingMinds.pdf>

³ Smoke-Free Ontario Scientific Advisory Committee, Ontario Agency for Health Protection and Promotion (Public Health Ontario). Evidence to guide action: Comprehensive tobacco control in Ontario (2016). Toronto, ON: Queen's Printer for Ontario; 2017. Retrieved from: https://www.publichealthontario.ca/en/eRepository/SFOSAC%202016_FullReport.pdf



Parent Tip Sheet on E-Cigarettes

Have a Conversation

Prepare

- Know the facts. Get more information about e-cigarettes and vaping. Visit the Middlesex-London Health Unit website: www.healthunit.com/e-cigarettes.
- Be familiar with e-cigarette devices as they come in many shapes, sizes and colours.

Start the Conversation

- Be patient and ready to listen. Rather than saying “we need to talk,” encourage an open discussion by avoiding criticism, judgement, or giving a lecture.
- Ask them what they know and get their perspective. Try saying “I’ve read this about e-cigarettes and I’m curious what you have heard.” Use open-ended questions that encourage discussion.
- Look for teachable moments, such as:
 - Seeing someone vaping in person or in the media.
 - Passing an e-cigarette shop when you are walking or driving.
 - Seeing any e-cigarette advertisements.

Keep the Conversation Going

- Teens benefit from hearing information more than once.
- It’s okay for your conversation to happen over time.

Be a Role Model

- Send a consistent message and don’t vape.
- If you are a smoker trying to cut down or quit; use approved cessation methods that have been shown to be effective, such as nicotine replacement therapy (NRT), Champix, or Zyban. Talk to your healthcare provider or visit www.healthunit.com/quitting.

Answer their Questions

Here are some questions and comments you might get from your teen about e-cigarettes and some ideas about how you can answer them.

Why don't you want me to vape?

- Right now, your brain is still developing, which means you are more vulnerable to addiction. Many e-cigarettes contain nicotine, and exposure to nicotine can change your brain to make you crave more nicotine. It can also harm the parts of the brain that help you learn and focus.

This information has been adopted with permission from the U.S. Surgeon General and the U.S. Centers for Disease Control and Prevention, Office on Smoking and Health, 2016

- It's not just harmless water and flavouring. Even without nicotine, the vapour produced can contain chemicals and heavy metals.
- Research is showing that vaping may even lead young people to start smoking tobacco.

What's the big deal about nicotine?

- Your brain is still developing. Nicotine is addictive and can harm how your brain works.
- Using nicotine at a young age may make it harder to focus, learn, or control impulses. It can even train your brain to be easily addicted to other drugs.

Aren't e-cigarettes safer than regular cigarettes?

- Right now, there is not enough information to show that e-cigarettes could be used to help smokers quit and these devices have not been approved by Health Canada.
- Some e-cigarette batteries have even exploded and hurt people.

I thought e-cigarettes didn't have nicotine – just water and flavouring?

- In Canada, e-cigarettes sold with nicotine are not legal. However, many e-cigarettes sold do have nicotine. They also contain many other chemicals that can be harmful.
- Let's look together at the [Know the Risk](#) website on e-cigarettes and young people.

I (or my friends) have tried e-cigarettes and it was no big deal.

- I appreciate your honesty. In the future, I hope you (or your friends) will stay away from e-cigarettes and other tobacco products, including cigarettes. Science shows that e-cigarettes contain ingredients that are addictive and could be harmful.

You use tobacco (e-cigarettes), why shouldn't I?

- Quitting is really hard, and I don't want you to go through that. The best thing is to not start at all.

I don't know what to say when someone asks me to vape.

- Let's think of some ways that you can turn down an offer if you're ever in an uncomfortable situation, like "I've used it before and I find it irritates my lungs," "I'm not into that," or "I don't share things that others have put their mouths on."

Support is Available

- Ask for support from your healthcare provider. Also, other trusted and supportive adults, such as relatives, teachers, faith leaders, coaches, or counselors can help reinforce your message.

For More Information

- Middlesex-London Health Unit. Electronic Cigarettes. www.healthunit.com/e-cigarettes
- Office of the U.S. Surgeon General. Know The Risks. <https://e-cigarettes.surgeongeneral.gov/resources.html>
- Canadian Paediatric Society. E-cigarettes. www.caringforkids.cps.ca/handouts/e-cigarettes-a-danger-to-children-and-youth

What's in My Back Pack Activity

Activity Goal:

To equip parents or teachers with the knowledge about what e-cigarette products and other items youth could have access to. This activity promotes critical thinking about industry tactics used to disguise products and target youth.

Activity Description:

- This is a great hands-on activity facilitated by the Tobacco Enforcement Officer (TEO) and/or your school's Public Health Nurse (PHN).
- This activity displays how easy it is for e-cigarette products to be "hidden in plain sight."
- This activity could be incorporated into a parent event to compliment a substance use presentation presented by the school's Public Health Nurse (PHN) and/or Tobacco Enforcement Officer (TEO).
- It offers an opportunity for parents to ask questions to the Tobacco Enforcement Officer (TEO) and/or Public Health Nurse (PHN).
- The backpack contains binders, pencil cases, books, liquid containers, stationary items, snacks, papers, a cell phone, headphones and has many different pockets/compartments for storing items much like a normal backpack does.
- Inside these items are vapour products commonly used by this age demographic. For example, inside one of the pencil cases that contains pencil crayons, markers etc., is a disposable Vapour Cherry Bomb e-cigarette that is very difficult to pick out from the pencil crayons. There is also e-liquids, e-cigarette components, a piece of paper listing the specialty vape shops within the area and other e-cigarettes inside the backpack.
- Instruct the parent to search the backpack and advise of anything that they find is of concern.

Example of Back Pack Contents:

- Vape Shop Flyer (inside textbook)
- Tobacco flyer/advertisement (inside binder)
- Electronic cigarette (disposable, inside pencil crayon case)
- Electronic cigarette mod (not disposable, larger inside front pocket)
- 2 bottles of e-liquid (no labels, mixed with small energy drink bottles in front pocket)
- Sticky note with a list of local specialty vape stores (inside top front pocket)
- Cigarette lighter (inside main backpack)
- Pop bottle with clear liquid (depicting that alcohol could be concealed in a pop bottle)

You could add tobacco products or other age restricted products easily. It could also contain typical school items like food, water bottle, clothing and stationary items.