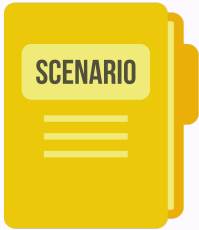


TEACHER GUIDE

Choices and Influential Factors: Scenario 1

Scenario 1: Quinn and Taylor - Unregulated Cannabis Vape



Quinn, 14, enjoys hanging out with their friend Taylor. Taylor is adventurous and seems to know a lot about different things. One afternoon, while watching videos on social media, Taylor suggested that they hit the dab pen. Taylor tells Quinn that the videos will be funnier and more interesting to watch. Quinn is not used to using a dab pen, so they ask Taylor how much cannabis is in it.

Taylor doesn't know since the dab pen container had no label indicating the strength or potency level, the percent or amount of THC contained in the dab pen. Taylor ordered the dab pen from a random website. This makes Quinn anxious since regulated cannabis would have information about the product on a label or package. Quinn reminds Taylor of an ad they saw indicating that unregulated cannabis could be dangerous. Taylor tells Quinn that they are making a big deal and they worry too much. Quinn wonders if they are overreacting and does not want to disappoint Taylor. However, Quinn doesn't want Taylor to get hurt if they take something unsafe.

Consider the factors that may influence Quinn and Taylor's decisions to use or not use cannabis. Explain how these factors may positively or negatively influence their choices. Refer to the [Factors Influencing Decision-Making](#) infographic to help generate ideas.

<p>MEDIA</p> <p>Consider the influences of social media in this situation.</p>
<ul style="list-style-type: none"> - Quinn remembered an ad they saw about the dangers of unregulated cannabis. This may make Quinn think more critically about using the vape. - Thinking that using cannabis would make the videos funnier - Social media, television and movies depicting people using dab pens may make it seem normal or even cool
<p>COMMUNITY</p> <p>How may the community or school influence Quinn or Taylor in this situation? Consider the laws, rules or regulations in school and community around cannabis.</p>
<ul style="list-style-type: none"> - It is illegal for Quinn to use cannabis because they are underage. Quinn may be nervous about breaking the law, which might influence their decision. - Taylor did not purchase a legal or regulated supply of cannabis. Regulated cannabis

TEACHER GUIDE

has an official THC stamp on the label and would include the strength.

- Discussions of cannabis use and the associated risks at school may encourage Quinn to consider the potential safety considerations with using the dab pen.

FAMILY

Consider how family could influence Quinn's or Taylor's decisions to use or not use cannabis.

- Family Protective Factors
 - A warm, supportive relationship with caregivers
 - Appropriate supervision of youth by caregivers
 - Willingness of family members to have honest conversations about cannabis
- Family Risk Factors
 - Family members who use substances at home
 - Family members who do not spend time with them or do not have any concerns about them using cannabis.

PEER GROUPS

Consider how Quinn and Taylor could influence each other.

- Quinn is questioning the safety of the vape and sharing their concerns with Taylor. This may cause Taylor to reconsider their choice to vape.
- Taylor is dismissing Quinn's concerns and pressuring them to try the vape. This could cause Quinn to want to try the vape, even if they are uncomfortable with it.
- Quinn demonstrates prosocial behaviour by contemplating the vape's safety and possible risks that could harm their friend (empathy). Peer groups that promote prosocial behaviour serve as a protective factor against substance use

KNOWLEDGE AND EXPERIENCES

Consider why it is important for Quinn and Taylor to know about cannabis and its effects in order to make safer decisions. Think about the safety considerations of cannabis and the difference between regulated and unregulated cannabis.

- Quinn is using their knowledge to question the safety of using unregulated cannabis.
- Taylor ordering from a website that is not a regulated site.
- Taylor is downplaying the risks of unregulated cannabis- they may not have been properly informed of the dangers:
 - The amount of THC may be very high in unregulated products.
 - There may be other harmful contaminants in unregulated products.

Dab pens carry particularly high risks compared to other cannabis use methods (see [substance snapshot on cannabis dabbing](#)).

Other safety considerations with cannabis:

- Youth are vulnerable because their brains are developing up to age 25
- It can increase the risk of psychosis if they or a family member has a history of psychosis
- It can be addictive

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- Vaping cannabis can still lead to problems with breathing. Edibles are the least harmful way to use cannabis. Smoking is the most harmful due to the toxic chemicals.

SELF-CONCEPT

Consider how self-concept may influence Quinn and Taylor.

- Quinn has the self-esteem and confidence to share their concerns with Taylor.
 - A healthy [self-concept](#) is a [protective factor](#) against risky behaviours/decisions.
- Taylor thinks he needs to use cannabis to make the videos more entertaining; this could be a sign of Taylor’s own self-image of themselves
- Quinn does not want to disappoint Taylor and may be concerned about their self-image if they say no

Choices and Influential Factors: Scenario 2

Scenario 2: Morgan and Samira - Polysubstance Use (Alcohol and Methylphenidate)



Morgan and a few of their grade 8 classmates are at a high school party. This is Morgan’s first time at a party with much older people, and they feel pressure to drink alcohol since everyone else is doing it. One of Morgan’s friends, Samira, brought a bottle of liquor that they took from an older sibling. Samira pours some of the liquor into a cup and offers it to Morgan. Morgan is worried about drinking alcohol since they are taking methylphenidate (Concerta) to help with ADHD symptoms.

Morgan remembers their doctor’s warning that mixing their new medication (methylphenidate) with other substances, such as alcohol, may be dangerous. Morgan is worried about drinking when taking the medication but does not want to stand out as the only one not drinking and be excluded from the celebrations.

Consider the factors that may influence Morgan and Samira’s decisions to use or not use alcohol. Explain how these factors may positively or negatively influence their choices. Refer to the [Factors Influencing Decision-Making](#) infographic to help you generate ideas.

MEDIA

Consider how the media could influence Morgan and Samira in this situation.

- Social media and popular TV shows and movies make it “look cool” to spend time with older people. This may make Morgan and Samira feel pressure to act above their age.
- Social media and popular TV shows and movies may normalize drinking underage and sneaking alcohol. This may make Morgan feel like drinking alcohol is not a big deal.

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COMMUNITY

How may the community or school influence Morgan or Samira in this situation? Consider the laws, rules or regulations in school and community around alcohol.

Community

- Having access to mental health resources and youth programs within the community may protect youth from using substances (i.e., drinking) to deal with adversity or mental health issues
- The drinking culture (e.g., level of acceptance/normalization of drinking, particularly when underage) in their community may impact their decision to drink or not.

Laws

- It's illegal to consume alcohol if less than 19 years old; fear of getting in trouble for underage drinking may discourage Morgan from partaking.

School

- If they choose not to drink at the party, Morgan and Samira may face ridicule from their peers which may negatively impact their relationship with school.
- If they choose to drink, Morgan and Samira may miss obligations related to school due to the effects of alcohol the next day, which could affect their academic performance.

FAMILY

Consider how family could influence Morgan or Samira's decision to drink or not drink alcohol.

- Parent/caregiver attitudes and rules around underage drinking:
 - If there are no rules or expectations set by the family, they may be more likely to drink.
 - If caregivers discuss the risks of underage drinking and set expectations and consequences, they may be less likely to drink.
- Lack of parental supervision is a risk factor for substance use.
- Having access to alcohol through an older sibling is a risk factor
- Lack of adult supervision at the party may create an environment where youth choose to experiment

PEER GROUPS

Consider how Morgan, Samira, and the other students at the party could influence one another.

- The older students may be positive influences on Morgan and Samira (e.g., teaching them not to give in to peer pressure, how to avoid drinking alcohol)
 - This can be a protective factor against drinking alcohol (peer groups promoting prosocial behaviours)
- The older students may pressure Morgan and Samira to drink alcohol
 - This can be a risk factor for drinking alcohol
- Samira may feel pressured to drink to fit in at the party and may want Morgan to partake with her.
- Morgan may feel pressured by both the older students and Samira.

KNOWLEDGE AND EXPERIENCES

Consider why it is important for Morgan, Samira, and others to know about alcohol and its effects when making safe decisions. Think about the safety considerations when using alcohol, including the strength of the alcohol and the interactions with other medications.

Protective factors:

- Having knowledge given by a medical professional, recognizing the potential harms of combining the medication with alcohol

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Safety concerns of using alcohol

- Consider the strengths of different alcohols (mixing vs straight alcohol). Straight alcohol 40% should be diluted in a mix, while mixed drink should be 5%
- Potential harms of youth alcohol use (memory, addiction, liver, depression, anxiety)
- Youth are more likely to engage in risk-taking behaviour
- People with ADHD may be more likely to start drinking at a younger age, participate in binge drinking, and may be at a greater risk of developing an alcohol use disorder

Harms of combining alcohol with other medications or substances

- Alcohol can increase the effects of the medication. For example, mixing alcohol and methylphenidate can result in drowsiness, concentration problems, and dizziness
- Alcohol can also speed up or slow down the breakdown of medication or substances

SELF-CONCEPT

Consider how self-concept may influence Morgan and Samira.

- Samira's choice to take alcohol from their sibling demonstrates a desire to fit in with other partygoers (personality dimension of self-concept)
- Spending time with older people may make Morgan and Samira view themselves more favourably (e.g., feel "cooler")
- Morgan and Samira's self-concept may impact their choice to consume alcohol. If they have a positive [self-concept](#), they are more likely to make health-promoting decisions, such as refusing alcohol.

Choices and Influential Factors: Scenario 3

Scenario 3: Lee and Riley - Unknown substances (Cocaine & Fentanyl)



Lee and Riley are on their way back to class after their lunch break. They stop in the washroom and Riley notices a white powder on the washroom counter. Riley heard a rumour that some of the older students were using cocaine in the school bathrooms. Riley was going to wipe off the powder, but Lee said that it may be dangerous to touch it. Lee remembered hearing on the news that people had died from accidentally taking fentanyl when it was laced with other drugs. Lee's parents also told them that naloxone kits are now in the schools in case a student takes fentanyl and can't breathe. However, Riley dismissed Lee's concerns and insisted that it was safe and they should just wipe it off.

Consider the factors that may influence Lee and Riley's decision about how to handle the unknown substance. Explain how these factors may positively or negatively influence their choices. Refer to the [Factors Influencing Decision-Making](#) infographic to help you generate ideas.

TEACHER GUIDE

MEDIA

Consider how the media could influence Lee and Riley in this situation.

- Lee may have learned of the dangers of fentanyl through the media, causing them to be wary of touching the white powder.
 - Knowledge of the risks associated with substances like fentanyl or being aware of using naloxone can serve as a protective factor against becoming harmed by substances

COMMUNITY

How may the community or school influence Lee or Riley in this situation? Consider the laws, rules or regulations in school and community around cocaine and fentanyl.

- Laws
 - It is illegal to possess or consume cocaine; there are also school rules prohibiting substance use. Lee and Riley might be scared to touch the white substance because they might worry about getting in trouble.
- School
 - Education on the dangers of substances like cocaine and fentanyl may discourage Lee and Riley from touching the white powder.
 - Positive teacher-student relationships may be a protective factor; Lee and Riley may be more likely to ask a teacher for help if they trust the teacher to be supportive and nonjudgemental.
 - Access to naloxone kits in school will help with an overdose if someone was exposed to an opioid like fentanyl

FAMILY

Consider how family could influence Lee and Riley's decision about how to handle the unknown substance.

- Caregivers having open conversations about the risks of unknown substances may discourage Lee and Riley from touching the powder.
- Caregivers talking about naloxone so that they are aware of how to treat an opioid overdose

PEER GROUPS

Consider how Lee and Riley could influence each other.

- Lee may discourage Riley from touching the white powder by expressing their concerns regarding fentanyl.
- Riley's dismissal of Lee's concerns may make Lee feel like it was safe to touch the powder after all.

KNOWLEDGE AND EXPERIENCES

Consider why it is important for Lee and Riley to understand the risks of unknown and toxic substances. Think about the safety considerations when coming in contact with an unknown substance that may contain cocaine or fentanyl.

- The quality of cocaine is unknown as it is an unregulated substance. It could contain dangerous substances like fentanyl, which is an opioid that can stop your breathing
- Cocaine is a powerful stimulant that can cause health problems

TEACHER GUIDE

- Lee's knowledge of the potential dangers of the white powder could protect them from harm. Knowledge is a protective factor against harm from the unknown substance.
- Riley's lack of understanding of the risks of unknown substances could jeopardize their and Lee's safety.

SELF-CONCEPT

Consider how self-concept may influence Lee and Riley.

- A positive [self-concept](#) may give Lee the confidence to go against Riley and refuse to touch the substance.
- If Lee has a poor self-concept, they may be more likely to go along with Riley just to fit in and receive approval.

Choices and Influential Factors: Scenario 4

Scenario 4: Charlie and Jamie - Alcohol and Driving



Charlie and Jamie, both in grade 8, are enjoying a long weekend at Charlie's family cabin. Charlie and Jamie are becoming bored watching videos and listening to music. Since Charlie's parents are out visiting their friends next door, Charlie and Jamie decide to each drink a beer. Charlie said their parents' beers have been in the fridge a long time, and they wouldn't notice if a few go missing.

A little later, Charlie and Jamie decide to go to the corner store to pick up some snacks. Charlie wants to drive his ATV to the store. Jamie expresses concern that they'll get in trouble if anyone finds out that they drove the ATV after drinking a beer. Charlie says it's fine because they only had one beer each. Besides, Charlie knows lots of friends who drive their ATVs after a couple of beers, so it must be okay.

Consider the factors that may influence Charlie and Jamie's decisions to drink beer and drive an ATV. Explain how these factors may positively or negatively influence their choices. Refer to the [Factors Influencing Decision-Making](#) infographic to help you generate ideas.

MEDIA

Consider the influences of social media in this situation.

- Normalization of alcohol use in the media could have enticed Charlie and Jamie to experiment.
- Seeing advertisements highlighting the risks of drinking and driving may make Jamie more worried about driving the ATV after having a beer.
- Drinking and driving ads typically refer to driving a car, not an ATV, so Charlie may not realize that driving any vehicle while impaired is dangerous..

COMMUNITY

TEACHER GUIDE

How may the community or school influence Charlie or Jamie in this situation? Consider the laws, rules or regulations in school and community around alcohol.

Laws

- It is illegal to consume alcohol if you are less than 19 years of age.
- It is illegal to drive any motorized vehicle impaired, including recreational vehicles like ATVs.
 - There is zero tolerance for drivers under the age of 22, commercial drivers and novice drivers, meaning that they are not allowed to have any amount of alcohol in their system when driving. Drivers found to be impaired while driving face license suspensions, vehicle impoundment, fines, charges and/or time in prison. These laws may make Jamie more nervous about the situation.

School

- Education and awareness campaigns regarding the risks of drinking and driving may cause Jamie and Charlie to recognize the risks.

Community

- Community attitudes toward drinking and driving (e.g., is it normalized or very frowned upon) may influence Charlie and Jamie’s level of concern about the situation.

FAMILY

Consider how family could influence Charlie and Jamie’s decision to drink or not drink alcohol.

- Lack of parental supervision and accessibility of alcohol may have played a role in Charlie and Jamie’s decision to drink.
- Members of the family who drive a motorized vehicle impaired may influence their decision to drive.
- Conversations within the family about the risks of drinking and driving may make Charlie and Jamie less likely to drive the ATV.

PEER GROUPS

Consider how Charlie and Jamie could influence one another.

- Charlie tries to convince Jamie that drinking a beer and driving an ATV isn’t wrong. This might ease Jamie’s mind enough to make them go along with it.
- Jamie may feel pressured to get on the ATV to impress Charlie, especially as Jamie is Charlie’s guest.

KNOWLEDGE AND EXPERIENCES

Consider why it is important for Charlie and Jamie to know about alcohol and its effects in order to make safer decisions. Think about the safety considerations when drinking alcohol, including driving motorized vehicles.

Safety concerns of using alcohol

- Consider the strengths of different alcohols (mixing vs straight alcohol).
 - Straight alcohol 40% (should be mixed), while a mixed drink should be 5%
- Potential harms of youth alcohol use (memory, addiction, liver).
- Youth are more likely to engage in risk-taking behaviour that can result in illness, injury, or death.
- Alcohol can worsen mental health (e.g., depression, anxiety)

Safety concerns about drinking and driving

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- Impaired judgment and slowed reaction time can cause drivers to misjudge traffic/road situations and end up in accidents that could cause severe injury or death.

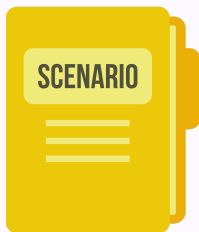
SELF-CONCEPT

Consider how self-concept may influence Charlie and Jamie.

- If Jamie has a positive [self-concept](#), they may choose to stand up for themselves and refuse to get on the ATV.
- If Jamie has a poor self-concept and feels insecure in their friendship with Charlie, they may get on the ATV against their better judgment.

Choices and Influential Factors: Scenario 5

Scenario 5: Kit and Brook - Cannabis and Driving



Kit and Brook spent a Friday evening at the arcade hanging out with friends. Brook's older brother, Mark, has agreed to pick them up. Mark just got his license and loves driving his dad's new car. When Kit and Brook walk up to the car, they immediately notice a distinctive smell. Mark tells them not to worry and that he just smoked some cannabis on the drive over. He said that cannabis is legal now, and it's no different than smoking a cigarette when driving. Kit was surprised by this; she knew that Mark smoked cannabis sometimes, but she did not think he would smoke and drive. Kit is very uncomfortable and does not want to get in the car with someone who has been using cannabis. Brook jumps in the car, but Kit stays on the sidewalk. Mark says he is in a hurry and that if Kit wants a ride, she needs to get in the car now. Kit also doesn't want to see Brook or Mark get hurt and doesn't know what to do.

Consider the factors that may influence Kit, Brook, and Mark's decisions about smoking cannabis and driving. Explain how these factors may positively or negatively influence their choices. Refer to the [Factors Influencing Decision-Making](#) infographic to help you generate ideas.

MEDIA

Consider how the media could influence Kit, Brook, and Mark in this situation.

- Cannabis has gained a more favourable view in the media since legalization, which can overshadow the risks of cannabis. Mark might not think that they are doing anything wrong by driving after using cannabis.
- TV and radio ads highlighting the dangers of driving high might discourage Kit from getting in the car.

COMMUNITY

How may the community or school influence Kit or Brook in this situation? Consider the laws, rules or regulations in school and community around cannabis.

TEACHER GUIDE

Laws

- There is zero tolerance for drivers under the age of 22, commercial drivers and novice drivers, meaning that they are not allowed to have any amount of alcohol in their system when driving. Drivers found to be impaired while driving face license suspensions, vehicle impoundment, fines, charges and/or time in prison.
- Open cannabis laws: cannabis must be sealed and out of reach of all occupants in a vehicle.
- Knowledge of the laws around cannabis and driving might discourage Kit and Brooke from getting in the car with Mark.

School

- Education and awareness campaigns regarding the risks of using cannabis and driving may cause Kit and Brook to refuse the ride from Mark.

Community

- Community attitudes toward cannabis and driving (e.g., is it normalized or very frowned upon) may influence Kit and Brook's decision to get a ride with Mark.

FAMILY

Consider how family could influence Kit, Brook, and Mark's decision about using cannabis and driving.

- Brook may feel pressure to get in the car because their older brother is driving
- Prior conversations with parents/caregivers on the risks of driving high may discourage them from getting in the car.
- Previous experiences with family members driving after consuming cannabis may influence their decision.
- Kit may not have a family member to call on to get a ride home so may choose to get in the vehicle as they wouldn't have another ride home.

PEER GROUPS

Consider how Kit, Brook, and Mark could influence one another.

- Brook may feel pressure to get in the car because their older brother is driving.
- Kit may feel pressured to get in the car with Brook so they're not left alone.
- Kit's decision to stay out of the vehicle may encourage Brook to do the same.
- Kit's decision to stay out of the vehicle may also encourage Mark to rethink his choices the next time he smokes cannabis/gets behind the wheel after smoking cannabis.

KNOWLEDGE AND EXPERIENCES

Consider why it is important for Kit, Brook, and Mark to know about cannabis and its effects in order to make safer decisions. Think about the safety considerations when using cannabis and driving.

- Dangers of secondhand smoke
- Safety considerations for driving under the influence of cannabis
 - Affects motor skills
 - Slows reaction time
 - Impairs short-term memory and concentration
 - Causes drivers to vary speed and wander
 - Reduces the ability to make decisions quickly or handle unexpected events
- Raises the risk of getting into an accident/collision which could be fatal for oneself or their passengers, or injuring/killing a pedestrian

TEACHER GUIDE

SELF-CONCEPT

Consider how self-concept may influence Kit, Brook, and Mark.

- Brook's [self-concept](#) may be impacted by their relationship with their brother
 - There could be a power imbalance in this situation due to familial roles – younger siblings typically look up to their older siblings
- Kit may refuse the ride from Mark if she has a positive self-concept
- Kit may accept the ride if she has a poor self-concept and is worried about fitting in.

Choices and Influential Factors: Scenario 6

Scenario 6: Harper and Casey - Alcohol Drinking Challenge



Harper is excited to be hosting a sleepover with a group of their friends. Harper shows the group a video on social media, where people are shotgunning a beer and competing to see who can drink it the fastest. Harper wants to try the challenge and post it on social media but doesn't want to do it by themselves. Harper even brought beer that they got from an older friend. All of the friends are excited to do it, but one of Harper's friends, Casey, is hesitant. Casey is worried about shotgunning the beer and is afraid that they'll get in trouble with their parents if someone sees it on social media. Harper dismisses Casey's concerns and tells them not to ruin the fun. Once Harper's parents are asleep, Harper takes out the beer and suggests that it is time to do the challenge. Casey does not want to participate, but they feel like they have to, or their friends will make fun of them and will be labelled a "loser" during school on Monday. Casey doesn't know what they should do.

Consider the factors that may influence Harper and Casey's decisions about shotgunning alcohol. Explain how these factors may positively or negatively influence their choices. Refer to the [Factors Influencing Decision-Making](#) infographic to help you generate ideas.

MEDIA

Consider the influences of social media in this situation.

- Understanding the digital footprint which accompanies social media, and that what you post on social media can live on the internet forever, may discourage Casey from participating.
- Seeing others shotgun beer may influence Harper and Casey to do the same.

COMMUNITY

How may the community or school influence Harper or Casey in this situation? Consider the laws, rules or regulations in school and community around cannabis.

TEACHER GUIDE

Laws

- It’s illegal to consume alcohol if you are less than 19 years of age. This might contribute to Casey’s fears of getting in trouble for drinking the beer, and discourage them from participating in the challenge.

School

- Education on the health risks of chugging alcohol might cause the friends to think critically about the risks of the challenge.
- Education regarding the risks of sharing personal content on social media may discourage Harper and Casey from posting the challenge online.

FAMILY

Consider how family could influence Harper or Casey’s decision to participate in the drinking challenge.

- Casey does not want to post the video on social media, as they do not want to get in trouble with their caregivers
 - Parental supervision/awareness is a protective factor against substance use
- Caregivers having conversations about the risks of sharing personal information on social media may discourage Casey from participating in the challenge.

PEER GROUPS

Consider how Harper and Casey could influence each other.

- Casey does not want to be labelled a “loser” by their peers, which may encourage them to participate in the challenge
- Casey choosing not to participate in the challenge may make Harper rethink it as well.
 - Peer groups that promote prosocial behaviours are a protective factor against substance use

KNOWLEDGE AND EXPERIENCES

Consider why it is important for Harper and Casey to know about alcohol and its effects in order to make safer decisions. Think about the safety concerns when taking part in a drinking challenge.

Safety Considerations

- Risks of chugging large amounts of alcohol in a short time
 - Greater risk of alcohol poisoning
 - Blacking out (i.e., not being able to remember the previous night)
 - Feeling sick (i.e., vomiting)

SELF-CONCEPT

Consider how self-concept may influence Harper and Casey.

- Casey’s [self-concept](#) is dependent on the approval of other people (does not want to be labelled a “loser” at school on Monday).
 - Potential risk factor for substance use
- The relationships between Casey and their friends play a role in how Casey views themselves.
- If Casey has a strong self-concept, they may refuse to participate in spite of the risk of judgement from their friends.