

Mnds

Instructional Strategies

1. Have students play the Factors Game (included).



“I smoke a weed strain ‘charlottes web’ to help with my muscle spasms. It also helps to regulate my mood.” ~Grade 9 student

“Seriously? Have you ever used “medical” cocaine? Wake up.”~Grade 10 student

“I have been smoking weed for a while now and it seems to really help me get through since I started. I am too young to get a prescription and I don’t know if I should tell my doctor.”Grade 9 student

“Don’t you have to be over 19 [to have a prescription for cannabis]?”~Grade 10 student

“Youth who have medical cannabis prescriptions could benefit from help from their parents to manage their medication and ensure it is being used the way it is prescribed.”YRA reflection

- a. If cannabis helps some students, can it also be harmful? If so, how could it be managed?
- b. What alternatives can you think of for medicinal cannabis use? What are the pros and cons of each alternative?
- c. How might understanding medical use of cannabis help us better support each other?
- d. How could adults help young people mitigate risks related to medical use of cannabis? How about schools?
- e. How could students help each other manage risks related to medical use of cannabis?

Managing unwanted symptoms

“The stats around marijuana and sleep confirm that a lot of youth don’t know a lot about marijuana and how to use it to get the effect they want. Youth use marijuana to help them sleep but there are many different strains of marijuana that can have different effects—some might keep them awake, which is the opposite effect to what they want.”YRA reflection

“If you’re using cannabis medicinally, it’s important to consult an open-minded doctor that you trust, and who is genuinely knowledgeable about how cannabis can be used medicinally. It’s easy to use it incorrectly and to make the symptoms you’re experiencing worse. For example, if you’re using cannabis to manage anxiety, some kinds of cannabis may make your anxiety worse.”YRA reflection

- a. How could youth manage unwanted affects of cannabis use?
- b. Imagine someone you know is using cannabis to manage certain symptoms and experiencing some negative effects. How do you think that person might feel? How could you help that person?



3. Invite students to think of times when they engaged in a risky behaviour. Encourage them to



PHYSICAL AND HEALTH EDUCATION

BIG IDEAS

- Healthy choices influence our physical, emotional and mental well-being
- Healthy relationships can help us lead rewarding and fulfilling lives
- Advocating for the health and well-being of others connects us to our community

COMPETENCIES

- Identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour
- Reflect on outcomes of personal healthy-living goals and assess strategies used
- Assess and evaluate strategies for managing problems related to mental well-being and substance use, for others
- Analyze strategies for promoting mental well-being, for self and others
- Create strategies for promoting the health and well-being of the school and community

PHYSICAL AND HEALTH EDUCATION

BIG IDEAS

- Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our goals
- Healthy choices influence, and are influenced by, our physical, emotional, and mental well-being

COMPETENCIES

- Explore factors contributing to substance use
- Explore and describe factors that shape personal identities, including factors that shape personal



Minds









Boredom and cannabis use