

RCMP



ROYAL CANADIAN MOUNTED POLICE

Canadian Champions

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Teacher's Guide



Royal Canadian Mounted Police Gendarmerie royale du Canada

Canada 

Canadian Champions Teacher's Guide

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cham·pi·on (Webster's dictionary)

Function: noun

1 : a person who fights or speaks for another person or in favour of a cause

2 : the winner of first prize or first place in a competition; also: one showing superior skill or ability



Teacher's Guide: Introduction

The RCMP Drugs and Organized Crime Awareness Service (DOCAS) has developed this guide to assist teachers in engaging youth to rise above the influence of others and become champions in making a difference for themselves, their peers, their school and their community. Efforts to prevent substance abuse and promote student well-being contribute directly to academic success. The Canadian Champions project provides teachers with information, tools and activities to challenge their students to make informed and healthy choices that will increase their chances for success.

What is the Canadian Champions Project?

The Canadian Champions project is not a program, but a series of activities that teachers can easily integrate within their existing curriculum. The activities are meant to encourage teachers to have frank and adult discussions with students about the realities of drug abuse, and to celebrate the individual goals and aspirations of students through choices that promote healthy and happy lifestyles. The program includes a 25-minute video of Canadian celebrities, role models, and groups of teens talking about their life experiences and the choices they have made not to fall under the influence of drugs. In the video, we chose to use celebrities who demonstrate that drug avoidance and dedication to life goals go a long way towards satisfying and fulfilling careers. The project aims to encourage youth to reflect on how drugs affect their lives, to discuss and debate the issues, to challenge misperceptions, and to identify how best to resist the pressure to use and abuse drugs by focusing on their path to success.

What is in the Canadian Champions Teacher's Guide?

This guide provides teachers with a series of short activities they can integrate within their current classroom objectives. Each activity can be done independently of one other or combined to make it easier to use. Through these critical thinking activities, we hope that students will raise their voices, speak out for their peers, and become champions in their school and community by advocating healthy choices.





The Canadian Champions Video Contest!

This activity is designed to challenge youth to create a short awareness/prevention video clip and submit it in a National contest where they can win prizes, get recognition and generate bragging rights. The contest encourages students to become Canadian Champions and influence their peers in making drug-abuse-free choices by developing a “for youth by youth” video message. The top videos across the country will be highlighted by the RCMP in awareness/prevention activities.

Before students watch the Canadian Champions video...

The teacher should display the following key questions for students to consider as they watch:

- What are my goals in life and how might the abuse of drugs and alcohol compromise those goals?
- What are some strategies for avoiding situations where drug abuse is most likely to occur?
- In a group of friends, how can I respond to the peer pressure to abuse drugs and alcohol?
- What kinds of hobbies and interests can I develop that will take me away from a culture of drug and alcohol abuse?
- What character traits have contributed to the success of the adults in the video with respect to avoidance of drug and alcohol abuse?





Key Concepts the Teacher Should Consider

The video production Canadian Champions is based on a compilation of interviews with adolescents and adults. The discussions and questions asked in interviews were based on drug issues that were most often identified in a qualitative survey of school guidance counselors and counseling professionals across Canada. The following list of eight identified issues is by no means comprehensive, but it does highlight prominent problems related to adolescence and drug/alcohol abuse.

- In today's society, students have been conditioned to expect instant gratification; rather than waiting for anything, they expect lifestyles that make everything accessible. The use of drugs allows them access to instant euphoria.
- School figures of great prominence (athletes, actors, musicians etc.) often make it known that they are using drugs socially; other students see this as something to aspire to.
- Students are using prescription drugs by either a) trading them with friends and /or b) stealing them from parents. The use of these drugs often gives them the impression that it isn't illegal, so they avoid the negative attributes of illicit drugs.
- Performance-enhancing drugs are sometimes used by athletes, high-achieving students, and performers out of a desire to "be their best"; other participants may see this as a social norm and become engaged in similar behaviours.
- Students wish to escape a very bad home situation or failed relationship scenario by taking drugs (e.g. self-medication for escapism from depression and anxiety).
- Students can be pressured/bullied by friends to participate in the group trial of drugs.
- A related pressure may be applied in a girlfriend/boyfriend relationship where the need to be loved/accepted is a component of the willingness to try drugs.
- Students can be egocentric and unconcerned with their mortality to the extent that they are willing to explore the use of drugs without fear.





Activity 1a: Debating the Issues

The simplest activity for the teacher is to set up a debate surrounding one of the eight issues identified above. Students could be divided into groups with each group being assigned an issue and subgroups taking the “for” or “against” position on the statement.

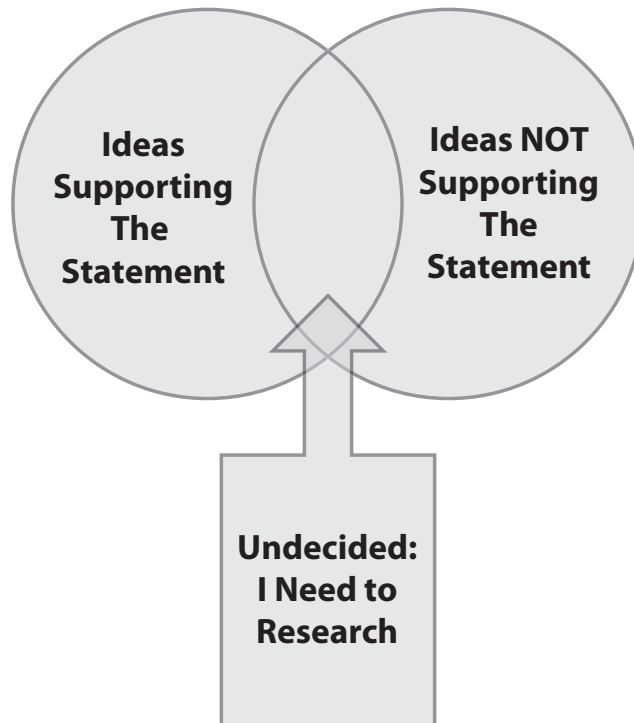
Activity 1b: Writing About the Issues

The teacher may also assign students one of the eight topics to research and requiring them to present a balanced view of the issues in a short response essay.

Activity 1c: Mapping the Positions

To promote the organization of ideas and critical thinking, the teacher may assign students a Venn diagram (see below) to label the perspectives on the issue. This graphic organizer will work great for your visual learners!

Venn Diagram





Activity 2: Card Sort

The teacher should photocopy the following cards and make 5-7 sets of cut-out cards (depending on class size). In this activity, groups of 4-5 students sort through each of the pairs of cards 1-6 and decide which card they *most* agree with, A or B? The teacher may construct a table on the chalk board where students record their responses. The discussion of the cards within groups can typically run up to 30 minutes. In the closing session, the teacher would make reference to trends in the tabled data and the facts guide (Appendix A). Representatives from each group could then be asked to account for their preferences for A and B in the individual card pairs. The teacher can use the material in the activity reference guide to help guide the discussions.

1A

Using marijuana for recreational use is harmless if used in moderation. I actually think it should be legalized.

1B

Habitual marijuana use has the potential to escalate to using other drugs that may be more harmful.

2A

Using drugs to enhance your sports performance is ok as long as there are no long term effects on your body.

2B

Your performance in sports, exams, music/theater, etc., should be based on your personal best, not on drug enhancement. There are no situations where enhancement drugs are ok to use.

3A

Alcohol use by underage people is ok in the privacy of your home because it establishes an understanding of socially responsible drinking.

3B

Alcohol use can become addictive and can lead to irresponsible behavior such as drinking and driving so adolescents should avoid it.

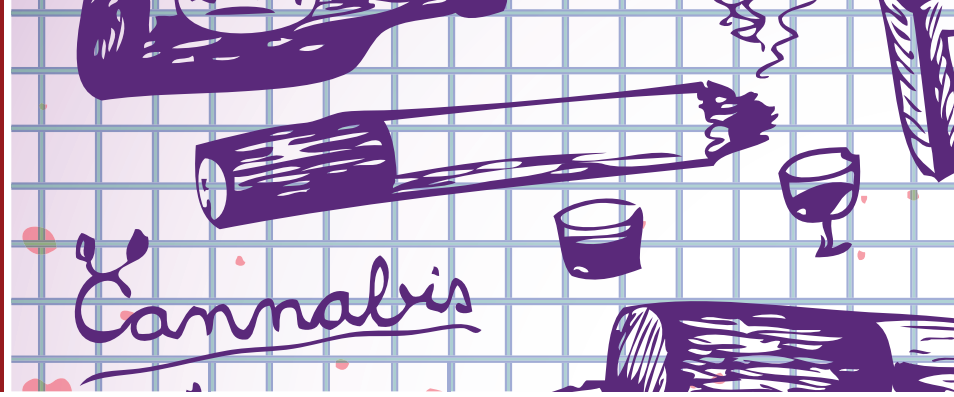
4A

It's ok if my friends use drugs as long as I don't take them myself. That's their business; I want somebody to hang out with.

4B

You don't need friends who use drugs. You can choose another peer group.





5A

Between peer pressure and bad home situations, I can understand why some people escape on drugs once in awhile.

5B

Escaping reality is short-lived. It's better to face your challenges head-on. Recreational drugs are dangerous even in small quantities.

6A

If my girlfriend/boyfriend was using drugs while I was present, I would feel some pressure to experiment with drugs too.

6B

If I was pressured by my girlfriend/boyfriend to use drugs, I would end the relationship immediately.

7A

Athletes caught using performance-enhancing drugs should be banned from competing in the sport for their lifetime.

7B

One bad decision to use drugs to enhance performance shouldn't destroy an athlete's career especially if they are competing at the Olympic level.

Please see page 24-25 for printable version.



Activity 3: What Do You Know About Adolescent Drug Use in Canada?

Students should answer each of the following statements with True or False:

		True	False
1	According to a 2008 study, fewer adolescents in British Columbia smoked cigarettes in 2008 than in 1998.		
2	According to a 2007 Atlantic provinces study, 53% of students admitted to heavy episodic drinking within 30 days prior to the survey.		
3	According to a 2004 study by the Sports Medicine Council of Manitoba, popular caffeine-containing energy drinks cause dehydration, which can lead to a performance loss of up to 20% in users.		
4	According to a 2011 CCSA (Canadian Centre for Substance Abuse) study, the organic nature of marijuana makes it healthier to smoke than most cigarettes.		
5	According to a 2007 Atlantic provinces study, fewer than 30% of underage drinkers obtained their alcohol from a friend.		
6	According to a 2008 study, more adolescents in British Columbia used ecstasy, steroids, and prescription drugs in 2008 than in 1998.		
7	According to a 2009 study, 25% of adolescents in Ontario engaged in binge drinking that year.		
8	According to a 2008 study, fewer adolescents in British Columbia tried marijuana in 2008 than in 1998.		
9	According to a 2007 Atlantic provinces study, almost 30% of students in junior and senior high had tried marijuana at least once in the year immediately preceding the survey.		
10	According to a 2008 study, fewer adolescents in British Columbia tried amphetamines and cocaine in 2008 than in 1998.		
11	According to a 2007 Atlantic provinces study, 50% of students in grades 7, 9, 10 and 12 said they had driven with a person under the influence of marijuana at least once in the previous year.		
12	In a 2009 study (Solomon, Organ, Abdoullaeva, Gwyer & Chiodo), 10% of youth aged 15-24 reported they had been harmed by their own drinking, either physically, financially, or socially.		
13	According to a 2007 Atlantic provinces study, more than 10 % of students in grades 9, 10 and 12 were found to be at the "high risk" end of the continuum of drug-related harms and risky contexts of use.		

Please see page 26 for printable version.





Activity 3: Answer Key

1	According to a 2008 study, adolescence in British Columbia smoked cigarettes less in 2008 then did in 1998.	True
According to a recent (2008) study, fewer adolescents (n=29,000) in British Columbia, 26% of students surveyed said they had tried smoking cigarettes compared to 56% in 1998		
2	According to a 2007 Atlantic province study, 53% of students admitted to heavy episodic drinking within 30 days of the survey.	False
In 2007, about 27% of adolescent students (n= 17545) in the Atlantic provinces engaged in heavy episodic drinking in the 30 days prior to the survey. The proportion of students who reported was essentially the same in all four provinces.		
3	According to a 2004 study by the Sports Medicine Council of Manitoba, popular caffeine-containing energy drinks cause dehydration which can lead to as much as 20% performance loss in users.	True
Energy drinks such as Rockstar® and Monster® contain 350 milligrams of caffeine, equivalent to 10 cans of Coca-Cola. When taking this much caffeine while performing, dehydration can result, leading to a loss of performance potential. According to the Sports Medicine Council of Manitoba, "4% dehydration equals 20% of performance lost."		
4	According to a 2011 CCSA (Canadian Centre for Substance Abuse) study, the organic nature of marijuana makes it healthier to smoke than most cigarettes.	False
Recent research (CCSA 2011) has demonstrated that cannabis smoke causes considerable damage to one's lungs and airways and can lead to certain respiratory diseases, much like cigarettes. However, the effect of regular cannabis use on one's health actually occurs faster than tobacco's effects, meaning that if you begin to regularly smoke during your teenage years you could have respiratory problems by your 20s or 30s (CCSA, 2009).		
5	According to a 2007 Atlantic province study, less than 30% of underage drinkers obtained their alcohol from a friend.	False
The 2007 survey of the Atlantic Provinces asked students how they had obtained alcohol at their most recent drinking occasion. Among students younger than 19 years of age, the most commonly reported were from a friend (55%), and from parents who offered alcohol (22%).		
6	According to a 2008 study, adolescence in British Columbia used ecstasy, steroids and prescription drugs more in 2008 then did in 1998.	True
According to a recent (2008) study of adolescents in British Columbia, use of mushrooms, amphetamines and cocaine has decreased since 1998. However, there were rises in the use of hallucinogens (including ecstasy), steroids, and prescription pills (taken without a doctor's consent) between 2003 and 2008.		
7	According to a 2009 study, 25% of adolescence in Ontario in 2009 had engaged in binge drinking.	True
According to a recent (2009) study of adolescents (n= 9,112) in Ontario, ~ 25% had used marijuana and ~25% had engaged in binge drinking.		





8	According to a 2008 study, fewer adolescence in British Columbia tried marijuana in 2008 then did in 1998.	True
According to a recent (2008) study of adolescents in British Columbia, 30% had tried marijuana compared to 40% in 1998. Those that had tried marijuana were three times more likely to skip school.		
9	According to a 2007 Atlantic province study, almost 30% of students in junior and senior high had tried marijuana at least once in the year immediately preceding the survey.	True
In a 2007 survey of the Atlantic provinces, approximately 29% of junior and senior high school students reported having used cannabis at least once during the year.		
10	According to a 2008 study, fewer adolescence in British Columbia tried amphetamines and cocaine in 2008 then did in 1998.	True
According to a recent (2008) study of adolescents in British Columbia, use of mushrooms, amphetamines, & cocaine has decreased since 1998		
11	According to a 2007 Atlantic Province study, 50% of students in grades 7, 9, 10 and 12 said that they had driven with a person under the influence of marijuana at least once in the previous year.	False
In 2007 survey in the Atlantic Provinces, approximately 23% of students in grades 7, 9, 10 and 12 reported that, on at least one occasion in the previous 12 months, they had been a passenger in a vehicle driven by a person who had used cannabis.		
12	In a 2009 study (Solomon, Organ, Abdoullaeva, Gwyer & Chiodo), 10% of youth aged 15-24 reported that they were harmed by their own drinking, either physically, financially, or socially.	False
21.8% of youth aged 15-24 report that they had been harmed by their own drinking, either physically, financially, or socially. This figure was greater than 13% higher than in any other age group, which can be linked to the fact that youth often do not drink in moderation (Solomon, Organ, Abdoullaeva, Gwyer & Chiodo -MADD Canada, 2009).		
13	According to a 2007 Atlantic province study, over 15 % of students in grades 9, 10 and 12 were found to be at the “high risk” end of the range of drug related harms and risky contexts of use.	True
Overall in the Atlantic provinces (according to the 2007 survey), 6% of the grade 7 students and 19% of students in grades 9, 10 and 12 were found to be at the High Risk end of the continuum of alcohol-related harms and risky contexts of use. Problem indicators (and percentages of students who reported these) were: motor vehicle collision after drinking (0.7%); school work affected by drinking (2%); trouble with the police (3%); consuming alcohol before or instead of breakfast (5%); driving within one hour of alcohol use (5%); spending on alcohol prevented buying other things (6%); using a fake ID or lying about one’s age to get alcohol (7%); tensions with family or friends (8%); having damaged things (10%) and/or having injured oneself (10%) as a result of alcohol use; drinking in a licensed venue (14%); and riding with a drunk driver (19%).		





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Activity 4: Scenarios; This Could Happen to You!

Students should react to the following three scenarios either in a class discussion or a brief response essay. These stories are based on true events we frequently read about in our newspapers. Pose the question: Is losing control worth the risk?

Scenario One

After a night of heavy drinking, 17-year-old Brad woke in the morning to the sound of knocking at the door. He dragged himself out of bed and scuffed his way to the door where a police officer waited

"Are you Brad Smith?" asked the constable.

"Yes, I am," Brad answered. "What's the problem?"

"Where were you last night?" the officer asked.

Brad stumbled over his words, not wanting to admit he'd been drinking under age. "I went out with...um...some friends. Just hanging out, you know?"

"Where exactly?"

Crap. He was going to be in such trouble when his parents found out...he sighed. "Hingley's Bar," he admitted.

"Until when? And where did you go afterward?"

Brad rubbed his aching eyes and tried to piece together the previous evening in his head. "Um... I know I started out at Hingley's...and then...well, I guess after that I came home."

"Directly home?" asked the constable.

"I'm not really sure...I may have had a few too many and I don't really remember. I guess my buddies got me home. Look, you don't have to tell my parents about this, do you? I mean, I'm not in that much trouble, am I? Lots of kids drink at my age."

The constable ignored his questions. "Do you remember leaving the bar?"

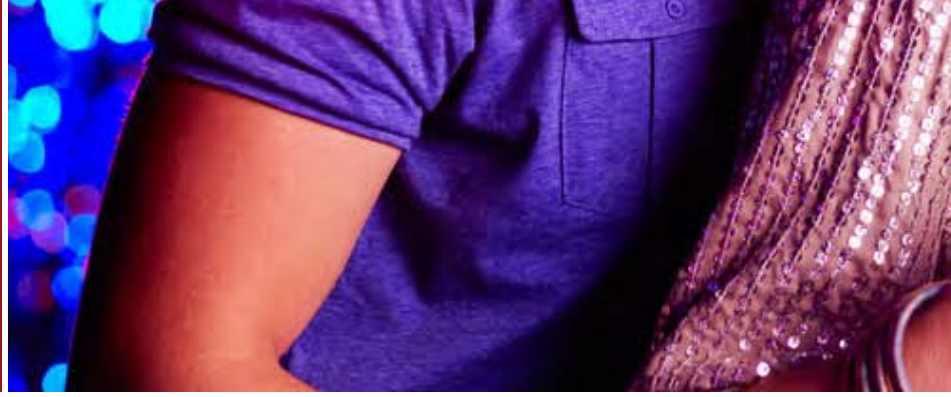
"No, sir, not really. Um, sir? What's this about? Did something happen to one of my friends or something?"

"Your friends are fine, but you may not be. A young woman came into the hospital this morning claiming you assaulted her outside Hingley's last night."

Brad slumped against the door frame. "What? No way! She's wrong—I would never do that!"

"Except you just told me you can't remember anything," the constable said grimly. "You'd better call your parents and let them know I'm taking you in, son. And tell them you're going to need a lawyer."





Scenario Two

Marie was anxious to go to the dance with her friends. Her mom dropped her off at Jan's house where the girls texted two more friends and arranged to meet at the community rink. At the door, the security people checked for alcohol and drugs, but the girls' flasks of gin went unfound. They met up with a few of their guy friends inside and began to drink.

As the alcohol took effect, Marie felt more and more carefree. By the time her friend Bill offered her a pill—"Hey, Marie, try this. It'll make you feel great. No worries, it's safe."—she was having too much fun to say no. The last thing she remembered was swallowing the pill along with another swig of gin.

She woke in bed, confused, groggy, and aching all over. Her mom stood over her, fighting back tears. "Marie—oh, thank goodness! How are you, sweetheart?"

Marie looked around at the unfamiliar room. "Where am I?" she asked shakily.

Her mom's fingers tightened around her hand. "You got into some trouble last night, darling. After the dance. You told your friends you'd find your own way home. Do you remember that?"

"I don't remember anything afterafter..." Marie trailed off, not wanting to admit to drinking at the dance.

"I know about the drinking," her mom said softly. "But that wasn't all that happened to you last night. Someone found you alongside the road—you were naked and—oh, sweetheart, I'm so sorry, and it's not your fault, do you understand? I never want you to think that, because no matter how much you had to drink, what happened was wrong and—"

"Mom!" Marie's heart thudded in her chest. "What happened? Just tell me!"

"Oh, Marie," her mom said softly. Sadly. "You've been raped."





Scenario Three

John Harrison was an only child. He and his parents had just moved across the country to a new town. It hadn't been easy for him; he'd had to give up all his old friends and try to fit in with a new community. The first few weeks of high school went OK with the standard stuff: getting into courses, finding his way around the school, and so on. But the school was pretty cliquy and after a month John still hadn't made a single friend. He decided to check out the first school dance anyway, and finally made a few friends.

Three weeks later, the principal called his parents, telling them that John had been caught smoking marijuana with a group of students in the woods near the school. John's dad, Bill, confronted him, but John told him everything was fine and that it had been an isolated incident. It wouldn't happen again, John assured his dad.

There were no more calls from the school over the next month, but Bill noticed that John seemed to be getting more and more moody. He also started to stay out late, telling his mom, Frieda, that he was going to movies or hanging out with friends. He didn't spend much time on homework, and his grades began to slip. Bill and Frieda were concerned, but they knew how hard the move had been for John and didn't want to push him too hard. He'd come around, they assured one another. He was a good kid at heart.

Then, late one night, the local police called.

"We picked up your son along with some other kids this evening," the constable told them. "There were drugs involved. You need to come down to the office so we can talk."

Bill and Frieda rushed down to the police station where they found John being held in a cell. The constable who had called them ushered them into his office. He told them John and several other teens had been found in a car that contained a significant quantity of crack cocaine. Because John wasn't personally in possession, they wouldn't be charging him. They were, however, concerned about his involvement.

"Have you noticed anything different about your son's behaviour lately? A change in his friends or his grades?" Bill and Frieda exchanged a look and then quietly told the constable their concerns about their son. The constable listened, his expression serious. When they were done, he said, "I've seen this kind of thing happen many times, Mr. and Mrs. Harrison, and I know it's hard for you to hear this, but I'm pretty sure your son has been using drugs."

Frieda and Bill were in a state of shock. "He did use marijuana," Bill said, "but that's all. I mean, he's a good kid from a good home, he'd never use anything else."

"Whether it's marijuana or cocaine isn't the issue, Mr. Harrison. From what you've told me, I think John is in serious trouble. Whatever he's been using, he needs help."

You are John's parents, what steps are you going to take to deal with John's escalating drug use?





Activity 5: Drug Abuse Affects Long-term Opportunities

This activity is designed to show students that drug abuse impacts their schooling which in turn affects their future lifestyles.

- a) Show students the following finding from the British Columbia (Smith, Stewart, Peled, Poon & Saewyc, 2009) adolescent health study:

Suggest that if drug abuse were to lead to incomplete schooling, student's futures may be capped at minimum-wage jobs.

Marijuana use has been linked to school disengagement. Compared to students who had never tried marijuana, students who had were over three times more likely to have skipped school in the past month (53% vs. 17%), were less likely to feel that the activities they were involved in meant a lot to them (32% vs. 37%) and reported lower levels of school connectedness. (p 35)

- b) Discuss with students the following Stats Canada table.

Level of Education	Unemployment Rate (2011)	Average Yearly Employment Income (All Age Groups, 2006)
Less than a high school education (dropped out of high school)	14.3% were unemployed	\$ 20,833
High School Graduate	7.3% were unemployed	\$ 28,038
College Graduate	5.8% were unemployed	\$ 36,785
University Graduate (Bachelor's Degree)	4.6% were unemployed	\$ 57,395

- c) Discuss with students the following Stats Canada (2009) findings on minimum wage:
- Without a high school diploma you are five times more likely to work for minimum wage (or at a lower wage) than those with at least some post-secondary education.
 - 1 in 6 high school dropouts work for minimum wage.
 - Only 1 in 28 people with some post-secondary education work for minimum wage
 - Almost 60% of all minimum-wage earners live with their parents or with another family member; a majority eventually return to school.





Ask students if this is the lifestyle they imagine for themselves.

Restate that the long-term impact of drug use is failure at school and drastically reduced career opportunities.

- d) Given that students' parents may provide a middle-class lifestyle for them, it may come as a surprise if students consider the attached breakdown of a per annum salary (see student worksheet). Have your students begin with the yearly salary and subtract the typical living expenses listed. Discuss the final residual income and how that compares to the lifestyle they may currently enjoy.

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Activity 6: Student Worksheet

This activity is designed to show students the cost of living and expenses look like and how it compares to an average minimum wage salary of students that do not finish high school. It also helps illustrate how using and/or abusing drugs can add substantially to those expenses and push some to crime in order to finance their drug addiction.

40 hours/week x 52 weeks/year x \$10/hour (typical min wage) = per annum salary	\$20,833.00
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Expenses

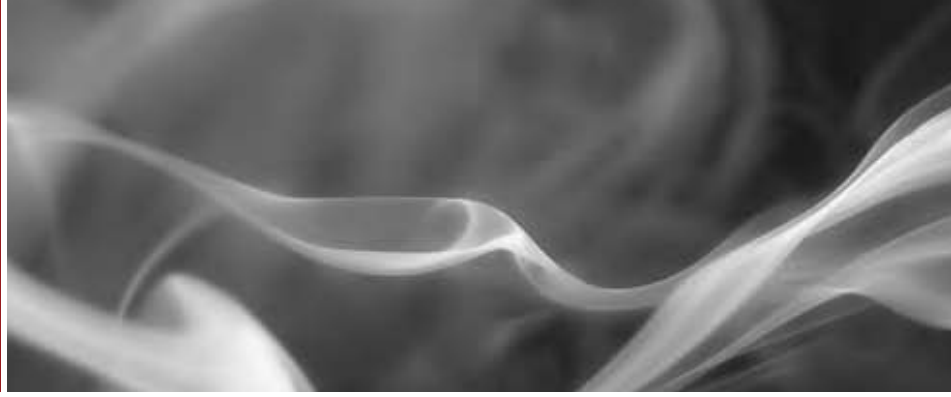
Apartment rental (with roommate) \$600/month x 12 months =	\$7200.00
Groceries \$500/month x 12 months =	\$6000.00
Car (lease or loan est.) \$300/month x 12 months =	\$3600.00
Car Insurance \$750.00/year =	\$750.00
Electricity and/or gas \$100/month x 12 months =	\$1200.00
Cable TV or Internet \$40/month x 12 months =	\$480.00
Phone \$40/month x 12 months =	\$480.00
Clothing \$50/month x 12 months =	\$600.00
Dental and medical (prescription) costs \$250/year =	\$250.00
Hair \$10/hair cut x 1 cut /month x 12 months =	\$120.00
Total	

Please see page 26 for printable version.

Subtract the expenses from the salary.

How much money is left for entertainment, hobbies, gifts, emergencies, and/or raising a family?





Appendix A — Card Sort – Facts Guide

Activity 2: Card Sort – Facts Guide Statement 1A

Using marijuana for recreational use is harmless if used in moderation. I actually think it should be legalized.

Facts:

- ✦ Research conducted by the National Institute on Drug Abuse has demonstrated that marijuana affects alertness, concentration, perception, coordination, and reaction time. This impairment can last up to 24 hours affecting your ability to drive and your performance in school and extracurricular activities.
- ✦ With recreational use, there is always a risk that you will become addicted. One in six people who begin using marijuana in their teens will become addicted, regardless of the frequency of their use.
- ✦ Cannabis smoke contains 20 times more ammonia than cigarette smoke. It has five times more hydrogen cyanide, and five times the concentration of nitrogen oxides.
 - This affects circulation and the immune system
- ✦ According to the Canadian Centre on Substance Abuse, using cannabis can cause a variety of negative consequences to one's health including:
 - Mental and physical health problems,
 - Problems with cognitive functioning (attention span, memory, and psychomotor speed),
 - Respiratory problems, including lung cancer.

References

The National Institute on Drug Abuse. "Marijuana: Facts Parents Need to Know". NIDA, November 1998. Web. 4 September 2012. <http://www.theantidrug.com/drug-information/marijuana-facts/negative-effects-marijuana.aspx#footnotes>

Scholastic and The National Institute on Drug Abuse. "Marijuana facts: Breaking down the myths." *Heads Up: Real News About Drugs and Your Body*, 2011. Web. 4 September 2012. <http://headsup.scholastic.com/articles/marijuana-fact>

Porath-Waller, Amy J., Douglas J. Beirness, Jordan Diplock, and Darryl Plecas. "Highlights March 2010." *Clearing the Smoke on Cannabis Series*. (2010): 1-4. Print.

Porath-Waller, Amy J., and Douglas J. Beirness. "Cannabis Use and Driving." *Clearing the Smoke on Cannabis Series*. 3. (2009): 1-8. Print.





Statement 1B

Habitual marijuana use has the ability to escalate to using other drugs that may be more harmful.

Facts:

- According to the US Office of National Drug Control Policy recent research demonstrated that marijuana use creates a greater risk of abuse and/or dependency on other drugs.
- In a study conducted in 2003, cannabis use prior to the age of 17 made an individual five times more likely to move onto other drugs.

References

Drug Free Australia. "Cannabis – suicide, schizophrenia and other ill-effects: a research paper on the consequences of acute and chronic cannabis use" 2009. Web. 4 September 2012.

Retrieved from: http://www.drugfree.org.au/fileadmin/Media/Reference/DFA_CannabisPaper.pdf

Statement 2A

Using drugs to enhance your sports performance is okay as long as there are no long term effects on your body.

Facts:

- Certain performance-enhancing drugs have serious side-effects both immediate and long-term. These include liver problems (jaundice), cardiovascular difficulties (high blood pressure, heart attack, stroke), emotional instability (poor judgement, hostility), and severe dehydration.

References

Mangan, T. "Effects of Performance-enhancing Drugs" *Side effects of muscle enhancers*. (2011, May 28)

Retrieved from <http://www.livestrong.com/article/88372-effects-performance-enhancing-drugs/>





Statement 2B

Your performance in sports, exams, music/theatre, etc., should be based on your personal best, not enhancement by drugs. There are no situations where enhancement drugs are okay to use.

Facts:

- ☛ Using energy drinks to stay alert and focus can also be considered an enhancement drug. It is important to note that many energy drinks such as Rockstar® and Monster® contain 350 milligrams of caffeine, the equivalent to 10 cans of Coca-Cola®.
 - When taking this much caffeine and performing, dehydration can result leading to a loss of performance potential. According to the Sports Medicine Council of Manitoba, “4% dehydration equals 20% of performance lost”.
- ☛ Even supplements sold in pharmacies or health stores can be unsafe, especially if used without advice from a doctor. These supplements often contain ingredients that are not regulated and controlled by the government and as a result can significantly affect your metabolism.

References:

Paddock, Russ. “Energy Drinks’ Effects on Student-Athletes and Implications for Athletic Departments.” *Sport Journal*. 11.4 (2008): n. page. Web. 4 June 2012. <http://www.thesportjournal.org/article/energy-drinks-effects-student-athletes-and-implications-athletic-departments>.

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Statement 3A

Alcohol use by underage people is okay in the privacy of your own home as it establishes an understanding of socially responsible drinking.

Facts:

- ☛ According to a 2005 scientific study on the effects of alcohol consumption on the brain during adolescence, drinking at a young age can alter brain functioning, like blood flow in certain brain regions and electrical brain activities. Those who begin drinking while they are underage, particularly before the age of 15, are more than five times more likely to report past-year alcohol dependence or abuse than those who begin drinking when they are legal to do so.

References

Tapert, Susan F., Lisa Caldwell, and Christina Burke. “Alcohol and the Adolescent Brain.” *Human Studies* . 28.4 (2005): 205-212. Print.





Statement 3B

Alcohol use can become addictive and can lead to irresponsible behaviour such as drinking and driving, so adolescents should avoid it.

Facts:

- ☛ Those who begin drinking while they are underage, particularly before the age of 15, are more than five times more likely to report past-year alcohol dependence or abuse than those who begin drinking when they are legal to do so.
- ☛ Among those aged 15-25 years old, motor vehicle crashes are the leading cause of death and alcohol is a factor in almost half of those crashes.

References

Office of Applied Studies. "Alcohol dependence or abuse and age at first use" *The NSDUH Report*. (2004, October 22nd). Retrieved from: <http://www.oas.samhsa.gov/2k4/ageDependence/ageDependence.htm>

Chamberlain, E. And Robert Solomon. "Youth and Impaired Driving in Canada: Opportunities for Progress" *Madd Canada*. (2006, July 2th). Retrieved from: http://www.madd.ca/english/research/youth_and_impaired_driving_may_2006.pdf

Statement 4A

It's okay if my friends use drugs as long as I don't take them myself. That's their business; I want somebody to hang out with.

Facts:

- ☛ Peer alcohol use is the strongest predictor of youth binge drinking.
- ☛ With each close friend that you have who drinks, your risk of binge drinking doubles.
- ☛ When a youth has at least two friends who smoked, he or she has are six times more likely to become occasional smokers. Furthermore he or she is ten times more likely to become daily smokers.

References

Bahr, Stephen J., John P. Hoffmann, and Xiaoyan Yang. "Parental and Peer Influences on the Risk of Adolescent Drug Use." *Journal of Primary Prevention*. 26.6 (2005): 529-551. Print.

CBC News, . "Peer pressure biggest influence on teen smokers: study." *CBC News*. CBC, 12 August 2002. Web. 1 Jun 2012. http://www.cbc.ca/news/story/2002/08/12/teen_smoking020812.html





Statement 4B

You don't need friends who use drugs. You can choose another peer group.

Facts:

- The majority of your peers are not using drugs. 63.2% to 79.1% of Canadian students have never used cannabis.
- Often those who use drugs habitually actually begin to lose their friendships and become more isolated.

References

Young, Matthew M., and Student Drug Use Surveys (SDUS) Working Group. *Cross-Canada Report on Student Alcohol and Drug Use*. Rep. Canadian Centre on Substance Abuse, 13 Oct. 2011. Web. 29 May 2012. http://www.ccsa.ca/2011%20CCSA%20Documents/2011_CCSA_Student_Alcohol_and_Drug_Use_en.pdf

Above the Influence. "Why People Take Drugs". *Influences*. The National Youth Anti-Drug Media Campaign, N.D. Web. 4 September 2012. <http://www.abovetheinfluence.com/influence/whypeopletakedrugs>

Statement 5A

With the pressures of fitting in with peers and bad home situations, I can understand why some people use drugs to escape reality for awhile.

Facts:

- Taking drugs to deal with stress and as a coping mechanism can actually worsen the situation you are in. They cannot fix the issues which are causing stress within your life and drug use can actually generate more stress, anxiety, or trigger depression. Our bodies and minds are actually quite capable and strong enough to deal with many stressors effectively and without significantly impacting our well-being.

References

Above the Influence. "Above the Stress: Learn to Deal with It" *Pressures*. Youth Anti-Drug Media Campaign, N.D. Web. 5 September 2012. <http://www.abovetheinfluence.com/influence/pressures>





Statement 5B

Escaping reality is short-lived. It's better to face your challenges head-on. Recreational drugs are dangerous even in small quantities.

Facts:

- ☛ Stress worsens if you do not learn how to appropriately cope with and manage it. According to research conducted by the American Psychological Association, dealing with your problems head-on and learning proper coping strategies build up resiliency in an individual. The more resilient individuals are, the more able they are to adjust and manage difficult/stressful situations without negatively impacting their well-being.

References:

American Psychological Association. "The Road to Resilience" Psychology Help Centre. American Psychological Association, 2012. Web. 4 September 2012. <http://www.apa.org/helpcenter/road-resilience.aspx>

Statement 6A

If my girlfriend/boyfriend was using drugs while I was present I would feel some pressure to experiment with drugs too.

Facts:

- ☛ By associating with peers who use drugs, one's risk of using drugs increases substantially. Adolescents rarely use drugs if they have friends who do not use it.
- ☛ According to a 2011 study on adolescent drinking behaviour, adolescents are significantly influenced by their romantic partner's drinking behaviour. Furthermore, should this influence be negative, it has the ability to predict future problematic drinking behaviours and their associated health consequences.

References

Bahr, Stephen J., John P. Hoffmann, and Xiaoyan Yang. "Parental and Peer Influences on the Risk of Adolescent Drug Use." *Journal of Primary Prevention*. 26.6 (2005): 529-551. Print.

Kreager, Derek A., and Dana L. Haynie. "Dangerous Liaisons? Dating and Drinking Diffusion in Adolescent Peer Networks". *American Sociological Review*. 76:5 (2011):737-763. Print.





Statement 6B

If I was pressured by my girlfriend/boyfriend to use drugs, I would end the relationship immediately.

Facts:

- A 2011 study on adolescent drinking behaviour demonstrated that the friends of one's romantic partner exert a significant influence on adolescent drinking practices, even more so than one's own friends. If one's partner drinks, it is very likely the friends that he/she has share the same behaviour. By ending the relationship, you not only end the negative influence your partner may have on you but also the pressure of his/her friends, which is demonstrated to be equally important.

References

Kreager, Derek A., and Dana L. Haynie. "Dangerous Liaisons? Dating and Drinking Diffusion in Adolescent Peer Networks". *American Sociological Review*. 76:5 (2011):737-763. Print.

Statement 7A

Athletes caught using performance-enhancing drugs should be banned from competing in the sport for life.

Fact:

- In a 2009 Nanos national poll, 33% of Canadians believed that when an athlete at the Olympic Games is found using a performance-enhancing drug they should be banned for life from competing. A further 34% believed that they should be suspended for four years.

References

Nanos Research. (2009, December 1st) Canadians favour tough doping policies. *Nanos Report* . Retrieved from: <http://www.cces.ca/files/pdfs/POLNAT-S09-T405E.pdf>





Statement 7B

One bad decision to use drugs to enhance performance shouldn't destroy an athlete's career especially if they are competing at the Olympic level.

Facts:

- Athletes who take drugs and supplements to enhance their performance are damaging the integrity and value of sports for both other athletes and spectators. Regulations regarding performance-enhancing drugs for the Olympics were created in order to ensure this integrity remains intact and that all athletes have an even playing field.
- In a 2009 Nanos national poll, only 3% of Canadians stated that there should be no penalty for athletes who were found with performance-enhancing drugs.

References:

Above the Influence. "Why People Take Drugs". *Influences*. The National Youth Anti-Drug Media Campaign, N.D. Web. 4 September 2012. <http://www.abovetheinfluence.com/influence/whypeopletakedrugs>

Nanos Research. (2009, December 1st) Canadians favour tough doping policies. *Nanos Report*. Retrieved from: <http://www.cces.ca/files/pdfs/POLNAT-S09-T405E.pdf>



Appendix B — Card Sort

1A

Using marijuana for recreational use is harmless if used in moderation. I actually think it should be legalized.

1B

Habitual marijuana use has the potential to escalate to using other drugs that may be more harmful.

2A

Using drugs to enhance your sports performance is ok as long as there are no long term effects on your body.

2B

Your performance in sports, exams, music/theater, etc., should be based on your personal best, not on drug enhancement. There are no situations where enhancement drugs are ok to use.

3A

Alcohol use by underage people is ok in the privacy of your home because it establishes an understanding of socially responsible drinking.

3B

Alcohol use can become addictive and can lead to irresponsible behavior such as drinking and driving so adolescents should avoid it.

4A

It's ok if my friends use drugs as long as I don't take them myself. That's their business; I want somebody to hang out with.

4B

You don't need friends who use drugs. You can choose another peer group.

5A

Between peer pressure and bad home situations, I can understand why some people escape on drugs once in awhile.

5B

Escaping reality is short-lived. It's better to face your challenges head-on. Recreational drugs are dangerous even in small quantities.

6A

If my girlfriend/boyfriend was using drugs while I was present, I would feel some pressure to experiment with drugs too.

6B

If I was pressured by my girlfriend/boyfriend to use drugs, I would end the relationship immediately.

7A

Athletes caught using performance-enhancing drugs should be banned from competing in the sport for their lifetime.

7B

One bad decision to use drugs to enhance performance shouldn't destroy an athlete's career especially if they are competing at the Olympic level.



Appendix C — What Do You Know About Adolescent Drug Use in Canada?

		True	False
1	According to a 2008 study, fewer adolescents in British Columbia smoked cigarettes in 2008 than in 1998.		
2	According to a 2007 Atlantic provinces study, 53% of students admitted to heavy episodic drinking within 30 days prior to the survey.		
3	According to a 2004 study by the Sports Medicine Council of Manitoba, popular caffeine-containing energy drinks cause dehydration, which can lead to a performance loss of up to 20% in users.		
4	According to a 2011 CCSA (Canadian Centre for Substance Abuse) study, the organic nature of marijuana makes it healthier to smoke than most cigarettes.		
5	According to a 2007 Atlantic provinces study, fewer than 30% of underage drinkers obtained their alcohol from a friend.		
6	According to a 2008 study, more adolescents in British Columbia used ecstasy, steroids, and prescription drugs in 2008 than in 1998.		
7	According to a 2009 study, 25% of adolescents in Ontario engaged in binge drinking that year.		
8	According to a 2008 study, fewer adolescents in British Columbia tried marijuana in 2008 than in 1998.		
9	According to a 2007 Atlantic provinces study, almost 30% of students in junior and senior high had tried marijuana at least once in the year immediately preceding the survey.		
10	According to a 2008 study, fewer adolescents in British Columbia tried amphetamines and cocaine in 2008 than in 1998.		
11	According to a 2007 Atlantic provinces study, 50% of students in grades 7, 9, 10 and 12 said they had driven with a person under the influence of marijuana at least once in the previous year.		
12	In a 2009 study (Solomon, Organ, Abdoullaeva, Gwyer & Chiodo), 10% of youth aged 15-24 reported they had been harmed by their own drinking, either physically, financially, or socially.		
13	According to a 2007 Atlantic provinces study, more than 10 % of students in grades 9, 10 and 12 were found to be at the “high risk” end of the continuum of drug-related harms and risky contexts of use.		

Appendix D— Student Worksheet

Salary

40 hours/week x 52 weeks/year x \$10/hour (typical minimum wage) = per annum salary	\$20,833.00
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Expenses

Apartment rental (with roommate) \$600/month x 12 months =	\$7200.00
Groceries \$500/month x 12 months =	\$6000.00
Car (lease or loan est.) \$300/month x 12 months =	\$3600.00
Car Insurance \$750.00/year =	\$750.00
Electricity and/or gas \$100/month x 12 months =	\$1200.00
Cable TV or Internet \$40/month x 12 months=	\$480.00
Phone \$40/month x 12 months =	\$480.00
Clothing \$50/month x 12 months =	\$600.00
Dental and medical (prescription) costs \$250/year =	\$250.00
Hair \$10/hair cut x 1 cut /month x 12 months =	\$120.00
Total	

Subtract the expenses from the salary.

How much money is left for entertainment, hobbies, gifts, emergencies, and/or raising a family?