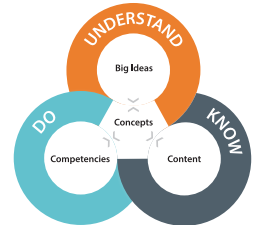


Cannabis and Relationships

Cannabis use often happens in a social setting and can be a way to have fun with friends, but it can also affect relationships (both positively and negatively). Likewise, relationships with family and friends can influence the choices young people make regarding substance use.

With the help of *Cycles*, a film about youth and cannabis use, this lesson plan aims to engage students to think critically about cannabis use and how it can impact different types of relationships. A [facilitator's guide](#) that provides further lesson plans is available in both English and French.



Instructional strategies

1. Watch [Cycles](#) (about 30 minutes in length) as a class. Then, drawing attention to specific scenes from the video, engage students in discussion of how cannabis might influence or be influenced by one or more of the following relationships. You may wish to replay the indicated segments and use questions like those provided to begin the discussion.

Relationships with friends (0:00 to 1:40 and 8:20 to 9:47)

- Both clips involve interactions with friends. How do the two clips compare/contrast?
- Why is it so important for Olin that Lisa should smoke pot with him? Imagine other possible ways Olin might have responded. Evaluate the various possible responses.
- How does cannabis influence friendships (positively or negatively) in our school? Be specific but don't use personal/identifiable details.

Relationships with siblings (3:11 to 3:46)

- How does Olin's behaviour affect his brother? Explain.
- What should Olin do when his brother sees him using cannabis? Why?
- Are the relationship issues with family different than those with friends? Explain.

Relationships with parents (0:36 to 1:04 and 24:34 to 26:00)

- Why do Olin and his friends quickly escape when they hear Doug's parents coming home? What does this mean?
- What should parents do if they find their teenage son/daughter using cannabis? What in your opinion would be most helpful? Explain.
- Why do you think parents do not always react in the best way? How can families improve relationships relative to drug use?



Relationships with work/coworkers (18:01 to 21:30)

- How might cannabis use impact (positively or negatively) our relationships at work or school? Explain.
 - Do employers have a right to be concerned about an employee’s drug use? Explain.
 - How is drug use similar or different than other issues that might affect work performance?
2. Invite students to work in groups to create a scene that depicts cannabis use and how it might impact a particular relationship and develop a couple of discussion questions related to their scene. Then have each group present their scene and lead a brief discussion prompted by the questions they developed. Alternatively, students could write a poem or use another genre to depict the scene.

Competencies

- ✓ Assess the complex ways in which drugs impact the health and well-being of individuals, communities and societies
- ✓ Explore and appreciate diversity related to the reasons people use drugs, the impact of drug use and the social attitudes toward various drugs
- ✓ Recognize binary constructs (e.g., good vs bad) and assess their limitation in addressing complex social issues like drug use
- ✓ Develop social and communication skills in addressing discourse and behaviour related to drugs
- ✓ Develop personal and social strategies to manage the risks and harms related to drugs

Drug literacy

Big ideas

- ✓ Drugs can be tremendously helpful and also very harmful
- ✓ As humans, both individually and as communities, we need to learn how to manage the drugs in our lives
- ✓ We can learn how to control our drug use by reflecting on the different ways people have thought about drugs, exploring stories from various cultures and listening to each other

Links to curriculum

Physical and Health Education 9

Big ideas

- ✓ Healthy choices influence our physical, emotional and mental well-being
- ✓ Healthy relationships can help us lead rewarding and fulfilling lives

Competencies

Healthy and active living

- ✓ Propose healthy choices that support lifelong health and well-being
- ✓ Identify and apply strategies to pursue personal healthy-living goals



Social and community health

- ✓ Propose strategies for developing and maintaining healthy relationships
- ✓ Create strategies for promoting the health and well-being of the school and community

Mental well-being

- ✓ Analyze strategies for promoting mental well-being, for self and others
- ✓ Assess and evaluate strategies for managing problems related to mental well-being and substance use, for others
- ✓ Explore and describe factors that shape personal identities, including social and cultural factors

This resource was developed by the **Canadian Institute for Substance Use Research** with funding provided by the **British Columbia Ministry of Health**. Any views expressed herein are those of the authors and do not necessarily represent the views of the Ministry or the Institute.