Facilitator Guide for Teachers and Educators

Substance Use Health, Addictions and Related Behaviours : Cannabis (Grade 6)

Introduction
This module provides educators who teach students in grade 6 with a lesson on cannabis. The module supports the learning objectives of The Health & Physical Education Ontario Curriculum for the 2023-2024 school year.

Learning objectives
By the end of this presentation students will be able to better understand:

- Cannabis and how it’s consumed
- Information on chemicals found in Cannabis: THC (tetrahydrocannabinol) and CBD (cannabidiol)
- Immediate effects of cannabis use
- How cannabis can affect a young brain and mental health
- How cannabis can affect school performance
- Negative effects of smoking cannabis
- Effects of second-hand cannabis smoke
- Cannabis laws
- Physical dependence and addiction
- How to react to peer pressure
- Healthy ways to boost dopamine levels and cope with stress
- Stigma
- Reducing harms
- Recovery
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Purpose
Improving and protecting the health and well-being of school-aged children and youth is a priority for Ontario’s public health sector. Childhood is a time when health practices and behaviours are learned, and adolescence is a period when both positive health behaviours and risk behaviours can be adopted. This guide allows educators to deliver self-paced content related to Substance Use Health, Addictions and Related Behaviours in the classroom at their convenience. Depending on the level of discussion, student engagement, and the preferences of the educator, the length of this presentation can vary from approximately 60 to 90 minutes. Please ensure familiarization of the content prior to teaching to ensure there is sufficient time within classroom hours.

About this guide
This guide is intended as a supplemental resource for educators who choose to deliver the health modules developed by Ottawa Public Health (OPH). As content is updated annually and/or when new evidence emerges, we encourage educators to frequently check back on the School Health Online webpage to access the most up-to-date content.

Additional resources
For more information on opioids, available services and resources please visit the following:

- [School Health Online](#)
- [The Link Ottawa – Cannabis](#)
- [Ottawa Public Health – Cannabis](#)
- [Lower-Risk Cannabis Use Tips](#)
- [Substance Use Health Services and Resources](#)
- [Tips for Talking About Substance Use](#)
- [People-First Language: Substance Use Disorder and Stigma](#)
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Disclaimer

The information provided is not a substitute for professional medical advice. Educators should encourage students to consult their parents or guardians, and/or qualified healthcare professionals for personal guidance related to substance use health. Educators should approach questions about cannabis with sensitivity, respect, and an understanding of the diverse backgrounds and perspectives of their students. When responding to a student question, the response should be adapted to reflect the age and maturity of the student as well as the classroom environment and individual school policies.

Considerations

Becoming informed about a topic prior to discussing it in a classroom setting, will help create a productive and comfortable conversation with youth. This module includes topics that some students may find uncomfortable and/or difficult to understand. Here are some considerations to support the students’ learning experience:

- Be sensitive to different backgrounds and experiences.
  - As much as possible, be aware of experiences in your students’ lives that may make certain discussions uncomfortable for them. Consider letting students know ahead of time that the topic will be discussed in class and use proper judgment if accommodations are needed.

- Watch for signs of discomfort.
  - Monitor students’ faces and body language.

- Allow ample time for discussion.
  - Allow enough time to introduce the topic, discuss as a group, summarize, and answer questions.
  - Using an anonymous “question box” may encourage students to ask questions they otherwise would not feel comfortable asking in front of the class.
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Continued collaboration
Our commitment to improving health outcomes is an ongoing journey. We encourage you to share feedback and suggestions for improvement on this module, using our feedback form found on our School Health Online webpage. Together, we can continuously refine our resources to better the evolving needs of our school communities.
Before we start...

It is always important to create a safe learning environment when addressing health topics that may be sensitive to some students. Establishing some ground rules or going over classroom etiquette can be helpful.

Here are some examples:

- Some students might want to share personal stories. Ask that students do not share names or situations that might give away who they are talking about to respect people’s privacy.
- Ensure that all classroom discussions will remain confidential unless a student shares something that may lead to believe that they are in danger, or that they are putting themselves or others at risk.

*Please take the time to also review the considerations on page 3 of this guide.
### Slide 3

**What is cannabis?**

<table>
<thead>
<tr>
<th>Facilitator Guide for Teachers and Educators – Cannabis (Grade 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cannabis:</strong></td>
</tr>
<tr>
<td>• <strong>Is a substance (drug) that can affect your brain to change how you think feel and act</strong></td>
</tr>
<tr>
<td>• is made from shredded leaves, stems, seeds and flowers of the cannabis plant</td>
</tr>
<tr>
<td>• cannabis, hash, hashish, hemp and cannabis oil come from the cannabis plant</td>
</tr>
<tr>
<td>• can be used as dried plant material or processed to make hash or oils</td>
</tr>
<tr>
<td>• can be rolled in a paper so it looks like a cigarette, called a joint</td>
</tr>
<tr>
<td>• can be inhaled through smoking, vaping, or swallowed in food or drinks</td>
</tr>
<tr>
<td>• is often called grass, weed, pot, dope, ganja, doobie, Maryjane</td>
</tr>
<tr>
<td>• cannabis, like alcohol and tobacco, is a substance that can have negative effects on your mind and body</td>
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</tbody>
</table>

Cannabis can affect people differently. It can make you feel happy, relaxed and talkative or it may cause unpleasant effects. These can include confusion, sleepiness, anxiety, fear, and panic or seeing and hearing things that aren’t really there.

**If any students ask what a “substance” is:**

- For this presentation, the word “substance” means any substance that causes physical or psychological (affects the mind, thinking) changes when used. They are different from foods because they don’t have any nutrients.
- The more often someone uses substances, the more likely they are to have problems with their use.

**If a student asks about the term “Marijuana”**
The term should not be used because of the negative history associated with how the term has been used in the U.S. Here are some background media articles that explain the issue:

### Slide 4

**Question 1**

*Which answer is false?*

Cannabis...

A. comes from the cannabis plant.
B. can be rolled in a piece of paper making it look like a cigarette.
C. is a drug.
D. can’t cause any negative health effects because it is just a plant.
E. can be inhaled, vaped, or eaten in foods.

**Note: Be sure to start every question with “which answer is false?”**

D. Even though cannabis is a plant and is legal, that does not mean there aren’t possible negative health effects from use (For example: poison ivy, alcohol and tobacco). Cannabis can have negative health effects on physical and mental health especially when used:

- At an early age
- Often
- With other substances, like tobacco or alcohol
- With higher THC (delta-9-tetrahydrocannabinol) strains

### Slide 5

**How is cannabis used?**

Cannabis can be inhaled through smoking or vaping. It can also be ingested/swallowed in food or drinks.

**Vaping cannabis - vapourizers that contain activated CBD (cannabidiol) and/or THC that is then inhaled. Cannabis can be vaped in dry or oil forms.**

Cannabis can be used in various forms.

**Dried plant material:**

- usually smoked in a rolled joint like a cigarette, a water-pipe (bong), pipe or vaporizer
- inhaling cannabis causes a faster effect compared to ingesting cannabis
- inhaled cannabis travels from the lungs to the brain
- a person can feel the effects from inhaling cannabis within seconds to minutes and the effects can last 6+ hours

**Ingested/Swallowed:**

- Cannabis that is put into food or drinks are called edibles
- **Other ingestible products include capsules (e.g. oil in a gel cap), straight cannabis oil, tinctures (cannabis extract dissolved in ethanol), etc.**
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- ingested cannabis must pass through the digestive system and liver first before reaching the brain
- a person can feel the effects of ingesting cannabis within 30 minutes to 2hrs and the effects can last 12+ hours

**Hash or hashish:** can be smoked or ingested

**The effects of cannabis depend on:**
- Sex
- Age
- THC and CBD content
- If the person has any medical conditions
- Experience with cannabis, and how often the person uses cannabis
- If the person has had food, alcohol, other substances or health products

How people are affected by cannabis can also be different from one time to the next.

[https://www.canada.ca/en/services/health/campaigns/cannabis/health-effects.html#a1](https://www.canada.ca/en/services/health/campaigns/cannabis/health-effects.html#a1)

| Question 2 | A: A person who eats/ingests cannabis will not feel the effects right away. There is a delay of about 30 minutes up to 2 hours after ingesting cannabis, before someone feels the effects. This increases the risk of negative effects since a person may ingest more than planned since they are not feeling the effects right away. |
| Which answer is false? | A. A person who eats cannabis will feel the effects right away.  
B. A person who smokes cannabis will feel the effects right away.  
C. Cannabis can be inhaled/vaped using a vaporizer.  
D. Dried cannabis can be rolled up in a piece of paper and smoked.  
E. Cannabis can be consumed in drinks. |
The cannabis plant has many chemicals. Two of the most common chemicals are THC and CBD.

**THC (the main active ingredient):**
- stands for Tetra-hydro-cannabinol
- is a *psycho-active (affecting the mind)* chemical found in cannabis - changes the way someone thinks, feels and acts, their mood and awareness
- makes a person feel "high" or impaired
- the more concentrated (the higher the amount) the THC, the more impaired a person feels
- is stored in fat cells and can stay in a person’s body for days or weeks and although a person may not feel the effects of the drug for weeks, they would test positive on a drug test/urine test

**CBD (cannabidiol):**
- is another chemical that can be found in cannabis
- is not psychoactive like THC and it has shown to lessen the effects of THC which make a person feel high or impaired
- used for medical purposes should be done in consultation with a health care provider.
- The evidence of the effectiveness and safety of cannabis for treating medical conditions is emerging.
- There are studies that show potential medical benefit for the use of cannabis in some specific cases such as:
  - Nausea and vomiting from chemotherapy,
  - Muscle contractions or stiffness associated with multiple sclerosis,
  - Chronic neuropathic pain, and
  - Drug-resistant pediatric epilepsy, such as Dravet syndrome.

C. The amount of THC can vary in each cannabis product. When a product is purchased from a cannabis store, the label indicates how much THC is in the product. This is important for the consumer to know because the more THC, the more the person will feel the effects.
Cannabis can make a person feel relaxed, calm, or high AND/OR can have unpleasant or negative effects on the brain and body such as:

- confusion
- sleepiness
- trouble thinking clearly, paying attention and concentrating
- anxiety, fear or panic
- reduced coordination
- reduced reaction time
- trouble making decisions
- psychotic episodes – paranoia, delusions, hallucinations; a person may see or hear things that are not there

The **physical effects** of cannabis may include:

- red eyes
- dry mouth and throat
- irritated respiratory system (from smoking)
- increases in appetite and heart rate
- decreases in blood pressure, balance and stability
- drowsiness or restlessness, depending on the amount taken and how the person responds to cannabis
### Slide 10

**Question 4**

**Which answer is false?**

- An immediate effect of using cannabis is...  
  - A. feeling anxious or worried.  
  - B. having quicker reaction time.  
  - C. feeling sleepy or tired.  
  - D. having trouble making decisions.  
  - E. having trouble remembering things.

**B:** Using cannabis decreases reaction time. For example, having a quick reaction time is important when riding a bicycle, or driving a car.

### Slide 11

**How does cannabis affect a young brain?**

- A young brain is more at risk to the effects of using cannabis because it is still developing  
- A brain continues to develop until a person is about 25 years old  
- Using cannabis during youth is associated with changes to the brain structure and function, these changes in the brain structure are hard to change and sometimes we can’t reverse them, but recovery is possible. We will discuss recovery in more detail later on in the presentation.  
- Using THC often over a long time increases the risk of dependence  
- It can also have an impact on a young person’s mental health as it is associated with an increased risk of developing or worsening disorders related to anxiety, depression, and other mental illnesses.

### Slide 12

**How can using cannabis affect school performance?**

**Using cannabis:**

- Can decrease short term memory  
- Can affect ability to think clearly  
- Affects ability to learn and finish homework  
- Decreases desire to learn  
- Early cannabis use and using often are linked with reduced IQ, not doing as well in school and increased risk of dropping out  
- These effects may not be fully reversible after someone stops using cannabis if they start using during adolescence.
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Question 5
Which answer is false?

Using cannabis affects learning because it can...
A. cause a person to forget what they’ve learned.
B. affect ability to think clearly
C. decreased desire to learn
D. cause sleepiness.
E. increase a person’s IQ.

E: Using cannabis can decrease a person’s IQ.

*Image shown is a set of pig’s lungs as they are similar to human lungs.

Smoking cannabis can have negative effects because:
• Inhaling any kind of smoke into the lungs can affect the lungs negatively
• Knowledge about the long-term effects of cannabis smoke is still limited but early research studies have shown harm that can lead to chronic bronchitis. Other studies suggest that smoking cannabis a lot and often can cause cough, increased mucus, wheezing and a decrease in lung function.
• There is evidence that smoking tobacco and cannabis together can increase the risk of respiratory issues and chronic obstructive pulmonary disease.

Regardless of how cannabis is used, cannabis can:
• Cause changes to how the brain grows and works
• Lead to mental health problems
• Lead to physical dependence and addiction
• Long-term effects are worse for youth who start using early and use more often because the effects may not be fully reversible when cannabis use stops
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Slide 15

**Question 7**

Which answer is false?

Using cannabis can...
A. Cause a lung infection.
B. Affect mental health.
C. Slow your physical growth.
D. Lead to dependence.
E. Affect decision making.

C: Using cannabis has not been shown/proven to slow your physical growth.

Slide 16

**What are the effects of secondhand cannabis smoke?**

- Second-hand smoke is the smoke blown into the air AND the smoke coming from the burning end of a cannabis joint
- Someone near a person who is smoking cannabis can inhale second-hand smoke
- There is concern that second-hand cannabis smoke may have negative health affects especially for children, elderly people, pregnant women, and people with respiratory problems.
- Second-hand smoke can travel through a building, going between rooms/units that are next to each other, through cracks in walls and ceilings, windows, and heating and ventilations systems

From the Canadian lung association:
- Second-hand cannabis smoke contains many of the same toxins and chemicals found in directly inhaled cannabis smoke. More research on the health effects of second-hand cannabis smoke is needed. Until this issue is addressed, the Canadian Lung Association remains concerned about the potential negative effects – especially among vulnerable populations, such as children and youth.

**Additional information - If students ask:**

**Can you get a high from second-hand cannabis smoke? It depends.**

You’d have to be in an unventilated room, and very close to someone who is smoking for a long period of time. (“Unventilated” means all windows and doors are closed.)
In one study, 12 participants sat together for an hour in an unventilated room. Six participants smoked cannabis casually during that hour and the other six didn't smoke anything.

At the end of the hour, each nonsmoker’s heart rate was a little faster than it was before. The nonsmokers also reported feeling a bit impaired or sleepy, and they didn't perform as well on logic tests as they had before.

But when they did the same thing in a ventilated room, there was no change in the nonsmokers’ heart rate or how they did on the test, and they did not feel high.

**Laws around Cannabis:**

- **Legal age is 19 years old in Ontario - it's against the law to possess or use cannabis under the age of 19**
- Cannot use cannabis in certain public places (Ontario Smoke-Free laws and our own City of Ottawa bylaws). Cannot smoke or vape cannabis in the same places where you can’t smoke tobacco.
- Legal cannabis can only be bought online through the Ontario Government or in legal cannabis stores.
- **Driving a vehicle while you're impaired by cannabis is illegal and dangerous.** This includes cars, trucks, boats, snowmobiles and off-road vehicles.

**Medical use of Cannabis:**

- Canada has a program that allows certain people to have cannabis for medical reasons. It can be used in different ways (i.e. smoked, pill or oils)
- Cannabis used for medical reasons is purchased through the federal government and federally licensed cannabis producers.
- It is a decision that needs to be made between a person and their doctor
- Cannabis can only be used in places where it is allowed by law (talked about above) whether someone is using cannabis for medical reasons or not.

**Additional Information:**

If students ask if it’s legal for people to grow cannabis at home:
The answer is yes, people can grow up to four plants per residence/home (not per person) if:

- they are 19 years of age and older
- it is only for personal use
- the starting material was purchased from the Ontario Cannabis Store or an authorized retail store
- it is not forbidden by a lease agreement or condo rules

https://www.ontario.ca/page/cannabis-laws

A: False. In Ontario someone 19 years of age or over, can use cannabis following the laws in Ontario and the City of Ottawa (Smoke Free Ontario Act & Ottawa City Bylaws on smoking and vaping).

Physical dependence

- People, including youth, can develop a physical dependence to cannabis. This can happen with any amount of cannabis used.
- This means that their body gets used to regular amounts of cannabis and they will experience symptoms when they stop using it (withdrawal symptoms). These symptoms include:
  - feeling irritable
  - having an upset stomach
  - having trouble sleeping
  - loss of appetite
  - Sweating
- People with a physical dependence to cannabis might feel like they cannot function without it or get anxious.
### Slide 20
**Addiction**

Addictions are not a choice and do not mean someone is bad or weak.

Some students may know someone who is living with an addiction. Emphasize the message of this slide.

### Slide 21
**Question 6**

Which answer is false?

- A. Physical dependence and cannabis addiction...
- B. aren’t likely to happen during the teen years.
- C. make people feel anxious when they don’t have cannabis.
- D. can affect the person who uses, their friends and family.
- E. can happen to anyone using cannabis.
- F. are more common among people who start using the drug earlier.

**A:** Cannabis dependence is more likely when use begins during adolescence.
Addiction often occurs due to a combination of factors. These include:
- **Genetic factors:** Some people are more vulnerable to the addictive properties of drugs and this can be inherited.
- **The way drugs interact with the brain:** Substances like alcohol and cannabis, stimulate the brain in pleasurable ways, leading to a desire to repeat the experience. This is because substances that have addictive potential trigger the release of dopamine, a chemical associated with pleasure and reward in the brain.
- **The influence of others:** Factors such as the attitudes of peers, family, and culture towards substance use, as well as the home and community environment, can contribute to whether or not a person develops substance use issues.
- **Coping mechanism:** Some people turn to drugs in order to cope with stressful or difficult times, or even strong emotions. They then start relying on the substance to avoid feeling those strong emotions again and again.


**Peer pressure** is pressure from your peers, influencing you to do something or strongly convincing you to do something you would not normally do yourself.

Some ways that people may try to influence you are by telling you it’s “cool” and that you’ll fit in better if you do it. True friends would never pressure you into doing something that you don’t want to do.

It is important to know how to respond to peer pressure, and there are ways that you can say no to peer pressure.

Some of these refusal techniques include:
- Saying "No thanks" plainly and confidently – simple but effective, the “no thanks” technique without a lot of arguing and explaining is often the best and easiest response
- Reflect on your values and know what is important to you
- Surround yourself with good friends
- Walk away - if all else fails (and you can do so safely), remove yourself from the situation that is making you uncomfortable
- Suggest an alternative activity (examples to be discussed in the upcoming slides)
### Slide 24

**Healthy ways to boost dopamine levels**

How can someone naturally increase dopamine levels without turning to cannabis?

**Exercise regularly**
- Exercise is an amazing activity that not only keeps you physically active but also has the added benefit of increasing your endorphin levels and enhancing your mood. These positive effects can be experienced in as little as 10 minutes of engaging in fitness activities.

**Eat healthy foods**
- The food we consume plays a vital role in our emotional well-being. Our gut is often called our "second brain" due to the presence of numerous nerve cells that produce neurotransmitters, including dopamine, which are also found in our brain.

**Get regular sleep**
- Getting enough sleep is essential for our overall well-being due to a variety of reasons. Dopamine levels naturally increase upon waking in the morning and naturally decrease as evening approaches and we begin to feel tired.

**Meditation/Spirituality**
- Stress can naturally deplete dopamine in your body. To combat the impact of stress in your daily routine, engage in activities like massage therapy, meditation, or other mindfulness practices that can help you generate positive energy in your life.

[https://canadiancentreforaddictions.org/a-natural-high-healthy-ways-to-boost-dopamine/](https://canadiancentreforaddictions.org/a-natural-high-healthy-ways-to-boost-dopamine/)

### Slide 25

**Positive ways to cope with stress**

Using positive coping strategies during stressful or difficult times:
- Helps to restore emotional balance and/or feel better about yourself
- Respectful of you, others, and property
- Helps you to solve the problem
- Examples:
  - Talk to a friend or a parent
  - Keep a journal
  - Text a friend (helps you connect with someone, but to be used in moderation)
  - Label your feelings and identify what is causing stress. (Example: “I am feeling sad/mad/nervous because…”)
  - Positive self-talk. (Example “I can do it”)
  - Break down a large task into smaller manageable pieces
Using drugs to cope with stress or hard times is considered a negative coping strategy because it:

• Does not restore emotional balance, and may make strong emotions (like anger) even worse
• May be harmful to you, others or property
• Does not solve the problem
• May create more problems (e.g., physical or mental health problems, relationship problems, etc.)

Stigma:

• To have negative feelings (prejudice) and negative behaviours (discrimination) toward people, includes having fixed ideas and judgements about people or groups of people.
• People can experience stigma for a variety of reasons: race, sexuality, gender identity, age, illness.
• An example of Stigma- we may think that people with mental health or substance use problems are different or not like us; or that they caused their own problems; or that they can simply get over their problems if they want to.
• Stigma can make people feel alone, and lead those living with an addiction to hide their symptoms and stop them from getting help.

Harm reduction:

• Reducing harm means keeping people as safe as possible when risks are involved.
• Many things involve risks, but we take measures that help keep us safer. Some examples from our everyday lives are the use of seatbelts in the car, wearing a helmet when riding a bike, stretching before and after a physical activity, even looking both ways before crossing a street.

What are some ways to reduce harms from using cannabis?

Canada’s Lower-Risk Cannabis Use Guidelines (LRCUG)

1) To avoid risks of using cannabis, don’t use it. For people that chose to use cannabis they need to understand there are risks with use. How they are affected by the risks depends on their use and personal situation.
2) Wait till you are older to use cannabis (increased risks if used before age 16) because of how cannabis affects the developing brain. As talked about already brain development is done by mid-twenties.
3) Cannabis products with high amounts of THC can have higher risks related to mental and behavioral problems. Use cannabis products with low THC and higher amounts of CBD.
4) Avoid using synthetic cannabis which has more severe health risks including death.
5) Avoid smoking or vaping cannabis because of the possible negative effects on the lungs.
6) If smoking/vaping cannabis avoid inhaling deeply or holding one’s breath because this increases the amount of toxins going into the lungs.
7) The more often cannabis is used the higher the risks of negative health effects. Try to keep use to every so often ex. On weekends vs. everyday use.
8) Avoid any driving until the effects of cannabis have completely worn off (time will depend on type of cannabis products used).
9) Certain groups of people have higher risk of negative effects from cannabis use and should not use cannabis. For example, youth, pregnant people, and people with a family history of psychosis in immediate family members.

Recovery:
- We can’t make someone stop using cannabis. Addiction is a medical condition, and just like other medical conditions, a person may need help with their recovery. Ex: A person cannot heal a broken leg without the help of a doctor. A person living with an addiction may also need the help of a professional during their recovery journey.
- Recovery looks different for everyone. For someone who uses cannabis, it can involve stopping the use of the substance completely or it can also be using less than they did before.
- “Recovery” does not mean that someone is “cured” (which makes it sound like they are no longer living with the condition). Being in recovery is a lifelong journey/daily decision.
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Where to find help

- An adult you trust from your school, family or community.
- Youth Services (Ottawa)
  - 24-hour help, crisis services and referral to community mental health services.
  - Centre Line: 813-6282
  - Centre Chat: https://www.ufdc.ca
- Kids Help Phone
  - This resource provides confidential mental health services to
  - 24 hour Parent Line: 1-800-668-6868
  - Parent Chat: 1-855-345-4674
  - Live Chat: 1-888-333-2674

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Continued Support

Hope for Wellness Helpline (First Nations, Métis and Inuit)

- A resource available to Indigenous people across Canada, to assist when there are challenges, or to help connect with other wellness supports
- Telephone: 1-855-555-3333
- Online Chat: https://www.hopeforwellness.ca

KidScreen Ottawa Youth Health School only

- An educational tool that aims to address the gaps in mental health services for youth in rural Ottawa.
- Age: 12
- Facebook: OttawaYouthHealth
- Instagram: @OttawaYouthHealth

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References

Centre for Addiction and Mental Health
Canadian Centre on Substance Abuse
Health Canada
Canadian Lung Association
Ottawa Public Health
CAPSA
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