

Principal for a Day Workshop Guide



Come have your say
on tobacco and vaping
at our workshop!



What is the NYLT project?

The NYLT stands for the National Youth Leadership Team. The NYLT is a group comprised of youth located in every province and territory who collaborates regularly with Health Canada in order to improve health outcomes related to substance usage amongst Canadian youth. The aim of the NYLT is to provide evidence-based information to young Canadians in order for them to make informed decisions and actions related to tobacco, cannabis, and vaping usage. The ideas and recommendations collected during the NYLT workshops will be shared with Health Canada and key stakeholders to better support their planned strategies aimed at reducing substance usage amongst young Canadians.

Purpose

The goal of this workshop is to educate and consult a diverse group of young people on a variety of topics related to substance use. For instance, NYLT members and youth participants will explore evidence-based information on the current context of substance use amongst youth and spread awareness on several resources available to them. This workshop will also help identify recommendations and concrete actions that can be taken on a daily or regular basis to reduce substance usage amongst young Canadians.

The learning outcomes of this workshop are to:

1. Canadian youth access information/knowledge about the health and other risks related to tobacco and other substances.
2. Canadian youth inform policymakers about their realities, and what's working
3. and not working. Ex: tobacco substance programs and policies in their local contexts
4. Encourage youth across Canada to improve health behaviors related to tobacco, and other substance use.
5. Create safe spaces for youth to reflect on substance usage
6. Gather knowledge from youth about tobacco use (predictors of use/non-use, and effective promotion, prevention, harm reduction, and treatment) and communicate that knowledge to key stakeholders, including policy makers.



Notes to Facilitator

Please read these notes carefully before delivering a workshop as they contain key instructions on how to use this guide and the materials.

- **Read the guide in advance, and if you have any questions, please ask!**

Make sure you review this guide in advance of your workshop. Give yourself time to prepare the materials you will need and reach out to us with any questions that you may have. We're here for support. Please email Mowahib Hassan Doualeh at the Students Commission of Canada with any questions or to set up a phone call: mowahib@studentscommission.ca

- **Plan for one facilitator and a notetaker**

This workshop is intended to be delivered by one facilitator and a notetaker. Facilitators will guide group conversations, ensure a safe space, listen to and read the space, revise activities as required, and generally ensure that the conversation is moving in a constructive direction. It is also crucial that we take good notes of the discussion and ideas that are shared which will be our primary form of data collection. Facilitators already have a lot to manage so it is essential that every site delivering a workshop also has a notetaker. A digital note taking template for download and instructions will be shared with facilitators. Please use the template provided.

- **Land Acknowledgment**

Please make sure you take the time to explain the importance of the land acknowledgment and why you are doing it. Providing a land acknowledgment at the beginning of an event or meeting gives time for reflection and demonstrates recognition of Indigenous lands, treaties, and peoples.

- **Key Definitions**

These words may come up in the workshop, depending on discussions. If they do, be sure to pause and make sure that participants understand the terminology.

- **Nicotine:** It is tobacco's main active ingredient and is a hazardous colorless or yellowish oily liquid. In small doses, it serves as a stimulant, but in greater concentrations, it inhibits the action of autonomic nerve and skeletal muscle cells.
- **Tobacco:** A tobacco product made from the nicotine-rich leaves of an American plant that has been dried and fermented before being smoked or chewed.
- **Physical addiction:** A condition in which a person takes a drug over time and then stops using it or takes reduced amounts, resulting in unpleasant bodily consequences.
- **Psychological addiction:** Nicotine and tobacco products can affect users both biologically, psychologically, behaviorally, and culturally. Cravings and dependence don't need to be completely physical, as psychological dependence can prevail even

after quitting and getting nicotine out of your system. Smoking can be used as stress relief or a distraction, and it can be hard to cut these behaviors out.

- **Cold-turkey:**
- **5% by 2035:** Health Canada's Canada Tobacco Strategy announced in 2019 that they set a goal of having less than 5% tobacco use by 2035. Down from our current 15%. This would mean fewer than 1.8 million Canadians using tobacco products.
- **Vaping:** the action of inhaling and exhaling an aerosol via a vaping product. Oftentimes these products are flavored and can contain nicotine or cannabis.

- **Facilitator scripts**

In places where a facilitator script or talking points have been provided, they will be *italicized* and in quotation marks for easy recognition.

Introduce the NYLT project

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Building a Safe Space (10 min): Land Acknowledgement, The Four Pillars™ and Check-in

1. Land Acknowledgement

"I would like to begin by acknowledging the Indigenous Peoples of all the lands that we are on today. While we meet today on a virtual platform, let's take a moment to acknowledge the importance of the land, which we each call home in Kanata. We do this to reaffirm our commitment and responsibility in improving relationships between nations and to improve our own understanding of local Indigenous peoples and their cultures. From coast to coast to coast, we acknowledge the ancestral and unceded territory of all the Inuit, Métis, and First Nations people that call this nation home. Furthermore, it is important to recognize that tobacco has many traditional and spiritual uses. The discussions of today will be focused strictly on industrialized tobacco and its modern consumption. We say this to make a clear distinction between spiritual and traditional usages."

2. Introduce the Four Pillars™:

“At the Students Commission of Canada, the Four Pillars are our core values and we use them to create a safe space for our staff, partners, and the young people we work with. The Four Pillars™ are:

- a. **Respect:** We start with respect for the gift and strength that each person carries within: for young people, their idealism, and their capacity to improve the world.
- b. **Listen:** With respect as our foundation, we learn to listen. We listen not just with our ears, but with our heads, hearts, and all of our senses. We listen actively, intensely, not just to words, but to silences, to deeds, to experiences.
- c. **Understand:** To understand is to go beyond listening, to process what we have heard from others, to reflect upon the new knowledge and gifts given to us.
- d. **Communicate:** The beginning of action, this is when the obstacles fall away. We create plans with others and implement them to make a positive difference in our world.”

3. Check-in

“We’d like to learn a little bit about you, so before we go further we are going to do a quick check-in. If you’d like to, please share your pronoun as part of the check-in.”

Ask the group to go around the room and share:

- a. Your name and pronouns (optional)
- b. Location
- c. What are you noticing about tobacco and vaping use among people your age?

True or False (15 min)

1. Data Party

CARs

Give a brief explanation of the CARs model. Discuss about how a model like CARs can relate to substance use and information surrounding substance usage.

*“Before we go into this next activity we are going to talk about the Cars model and how it can help with the next activity. The idea is to use this model whenever you hear new information. Is the source that you are hearing from **Credible**?*

*Does the information appear to be **Accurate**?*

*Is the information **Reliable**.*

After you use this model then you can decide if you believe the information or not. Please keep this in mind as we walk you through this data party.”

The facilitator can paste in the chat the following details about CARs :

Credibility: offering reasonable grounds for being believed

Accuracy: freedom from mistake or error

Reliability: giving the same result consistently

“For this next activity, we are going to look at some statements and ask you to identify whether you think they are true or false. After we’ve shown you the answer we will have a discussion about the results.”

True or False? Cannabis: 19% of youth aged 15 to 19 have used cannabis in the past 12 months.¹

- This statement is true. The data has been collected through the Canadian Cannabis Survey. The aim of the survey is to examine in-depth patterns of use and it has been conducted annually since 2017. This is the percentage of youth who self-reported using cannabis of all forms in the past 12 months in 2019.
- Explain why you said true/false

True or False? Electronic cigarettes: 42% of students from Grade 10-12 have used e-cigarettes in the past 30 days. ²

- This is true. This statistic is a combination of youth who use nicotine and non-nicotine vaping products in the last 30 days. This statistic shows an upward trend in how many youth are using a variety of vaping products in Canada.
- Explain why you said true/false
- Does this surprise you? Why or why not?

¹ Source: Canadian Cannabis Survey 2019

² Source: CSTADS 2018-2019

True or False? Cigarettes: Rates of cigarette use are at a 10-year high.³

- This is false. Current cigarette use is at an all-time low of three percent of youth grade seven to twelve using. Cigarette use has been consistently trending downward for over 25 years according to the Canadian Student Tobacco, Alcohol and Drugs Survey (CSTADS)
- Explain why you said true/false

Discussion and Influencer Training (20 min)

1. Activity 2: Discussion & Influencer Training

Desire to change (want, wish, would like to)

Ability to change (can, could, able to do)

Reason and Need to change (need to, have to, important for me to)

Identifying change

*When someone has a **DESIRE** to change, they might use words like **want, wish, would like to**.*

*When someone believes they have **ABILITY** to change, they might use words like **'I can,' 'I could,' or 'I am able to.'***

*If someone has a **REASON** or a **NEED** to change, they might say things like **'I need to,' 'I have to,' or 'it's important for me to...'***

*As we start a discussion on substance usage, please keep the **DARN** acronym in mind to be able to recognize the different attitudes on the subject.*

- a. Have you ever been in a position where substance use made you uncomfortable?
- b. Some groups like the LGBTQ+, young adults, and Indigenous peoples report having higher rates of substance usage. Why do you think that is the case?
- c. Do you think substance use is a problem amongst youth?
- d. Do you think youth have enough access to quitting programs/opportunities?
- e. What are some supports that youth need to reduce use or quit?

³ Source: CSTADS 2018-2019

Principal for a Day (20 min)

1. Introduce the Activity

“For this next activity, you will be working in small groups to come up with solutions for a school dealing with issues of substance usage amongst its students. Once you have been assigned to a group, we will put you in a break-out room with a few key questions to discuss. We will share these discussion questions in the chat.”

- Use Zoom’s automated breakout room feature to divide participants into groups of three.
- Assign each group to a prompt below, and then start the breakout rooms.

Breakout room 1	Breakout room 2	Breakout room 3	Breakout room 4	Breakout room 5
You caught students vaping in the school's bathroom	A teacher has let you know that a student is smoking on school property	A teacher reports that a there has been a student with red eyes in class because of their cannabis use	A teacher is caught smoking on school property	A student is caught with cigarettes but hasn't smoked any at school to your knowledge

- Copy and paste the discussion questions into the chat for everyone to see. Pop into each room to ensure everyone knows what they are doing.

Discussion Questions:

- a. How would you address the issue with the student who has been caught using?
- b. As the principal, what are some laws/policies that you would implement to solve the issue of substance usage in your school?

Policy definition:

Policy is rules or “bylaws” that your school has put in place. For example, dress codes are policies and so are rules like no running in the halls or no hats in the school. These are all examples of policy, we want you to think about policies relating to substance use

2. Share Back

Bring the break-out groups back together. Invite each group to share their challenge and solution. If you are running short on time, participants can share via notes in the chat.

Once all of the groups have shared, discuss the questions below. If you are running short on time, invite participants to share their thoughts via the chat.

- a. Are there any school rules that you think are detrimental to the learning of substance usage?
- b. As a student, how would you support a friend using substances? *

Closing (10 min)

1. Check-out

Depending on the time you have left and/or group size, you may choose to do a check-out.

Example Check-out questions:

“Was there anything new that you learned about today?”

“Did you think of anyone that you would want to have a conversation with about Tobacco misuse and/or vaping?”

Rose, Bud, Thorn –

“What did you enjoy about today? (Rose).

“What would you like to see done differently in the workshop?” (Thorn)

“Was there anything exciting that you heard about in today’s workshop?” (Bud)

2. Resources

Feel free to copy those resources in the chat to share them with the participants at the end of the workshop.

Break it Off

- <https://breakitoff.ca> : break it off is a youth focused quitting program and app designed and implemented by Health Canada

Smokers Helpline

- <https://www.smokershelpline.ca> : Smokers helpline is a national toll-free help run by the National Cancer Institute

Kids Help Phone

- <https://kidshelpphone.ca> : National helpline with trained youth workers on call 24/7

Quitting smoking: Provincial and territorial services

- <https://www.canada.ca/en/health-canada/services/smoking-tobacco/quit-smoking/provincial-territorial-services.html>

Health Canada quit smoking material. This website offers a list of further resources to help you and others quit

Consider the Consequences

- <https://considertheconsequences.ca>

Health Canada vaping prevention tool aimed at youth