



# BEST PRACTICES CLEARINGHOUSE

- Lessons from the Field -

## *Understanding and Preventing Student Marijuana Use*

MARCH 22, 2023

3:00-4:30 PM ET



*The content of this presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor does it imply endorsement by the U.S. Department of Education.*

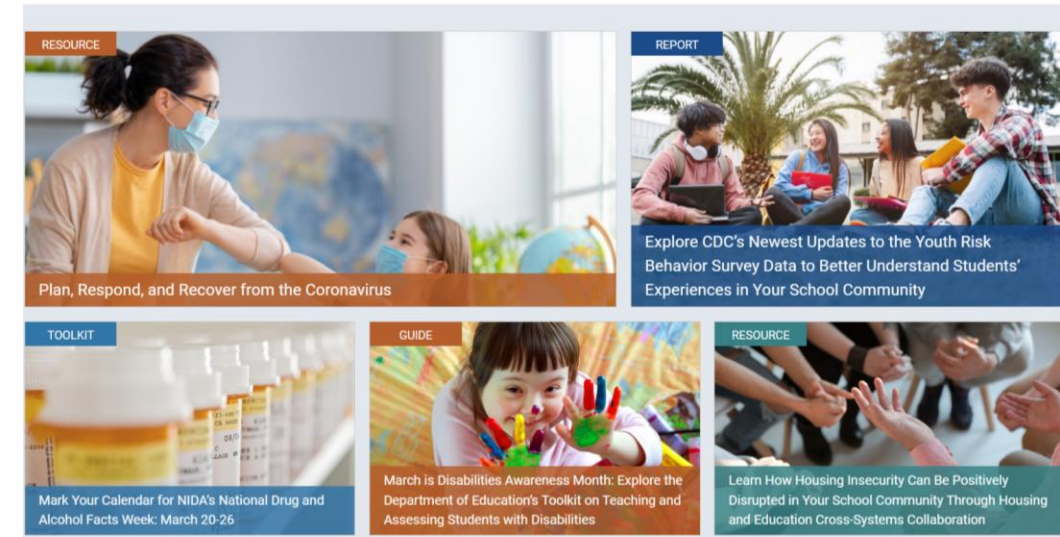
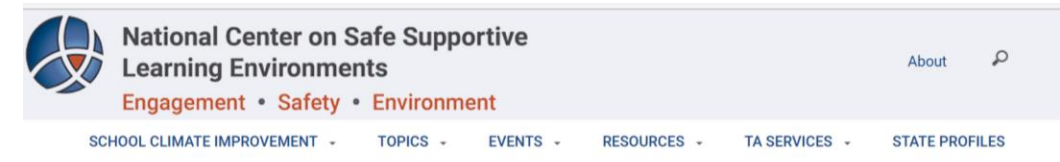


# NCSSLE Website

[HTTPS://SAFESUPPORTIVELEARNING.ED.GOV](https://safesupportivelearning.ed.gov)



To access information and archived materials from previous Lessons from the Field webinars, go to:  
<https://safesupportivelearning.ed.gov/lessons-field-webinar-series>



This webinar is being recorded and will be archived at the following location:

<https://safesupportivelearning.ed.gov/events/webinar/lessons-field-webinar-understanding-and-preventing-student-marijuana-use>



# Agenda

- 1) Introduction and Logistics
- 2) Welcome
- 3) Marijuana Facts and Use Rates
- 4) Impact of Marijuana on Health, Brain Development and Learning
- 5) Prevention Strategies
- 6) Closing Remarks
- 7) Live Q&A



# Meet Our Speakers

**Dr. Brooke Hoots**

Lead, Cannabis Strategy Unit, Division of Overdose Prevention, Centers for Disease Control and Prevention (CDC)

**Dr. Ruben Baler**

Health Scientist Administrator, Science Policy Branch, Office of Science Policy and Communications, National Institutes of Health, National Institute on Drug Abuse (NIH/NIDA)

**Dr. Bertha Madras**

Professor of Psychobiology, Harvard Medical School, Head, Laboratory of Addiction Neurobiology McClean Hospital

**Courtney Esparza**

Public Health Advisor, Youth Engagement Lead, Office of Prevention Innovation, Substance Abuse and Mental Health Services Administration (SAMHSA)

**Dr. Charlene McGunn**

Executive Director, Chippewa Valley Coalition for Youth and Families (MI)

Bios for the speakers are archived at the following location:

<https://safesupportivelearning.ed.gov/events/webinar/lessons-field-webinar-understanding-and-preventing-student-marijuana-use>





# BEST PRACTICES CLEARINGHOUSE



Helen Hernandez

ASSISTANT DIRECTOR  
DRUG FREE COMMUNITIES  
OFFICE OF NATIONAL DRUG CONTROL POLICY  
(ONDCP)



# BEST PRACTICES CLEARINGHOUSE

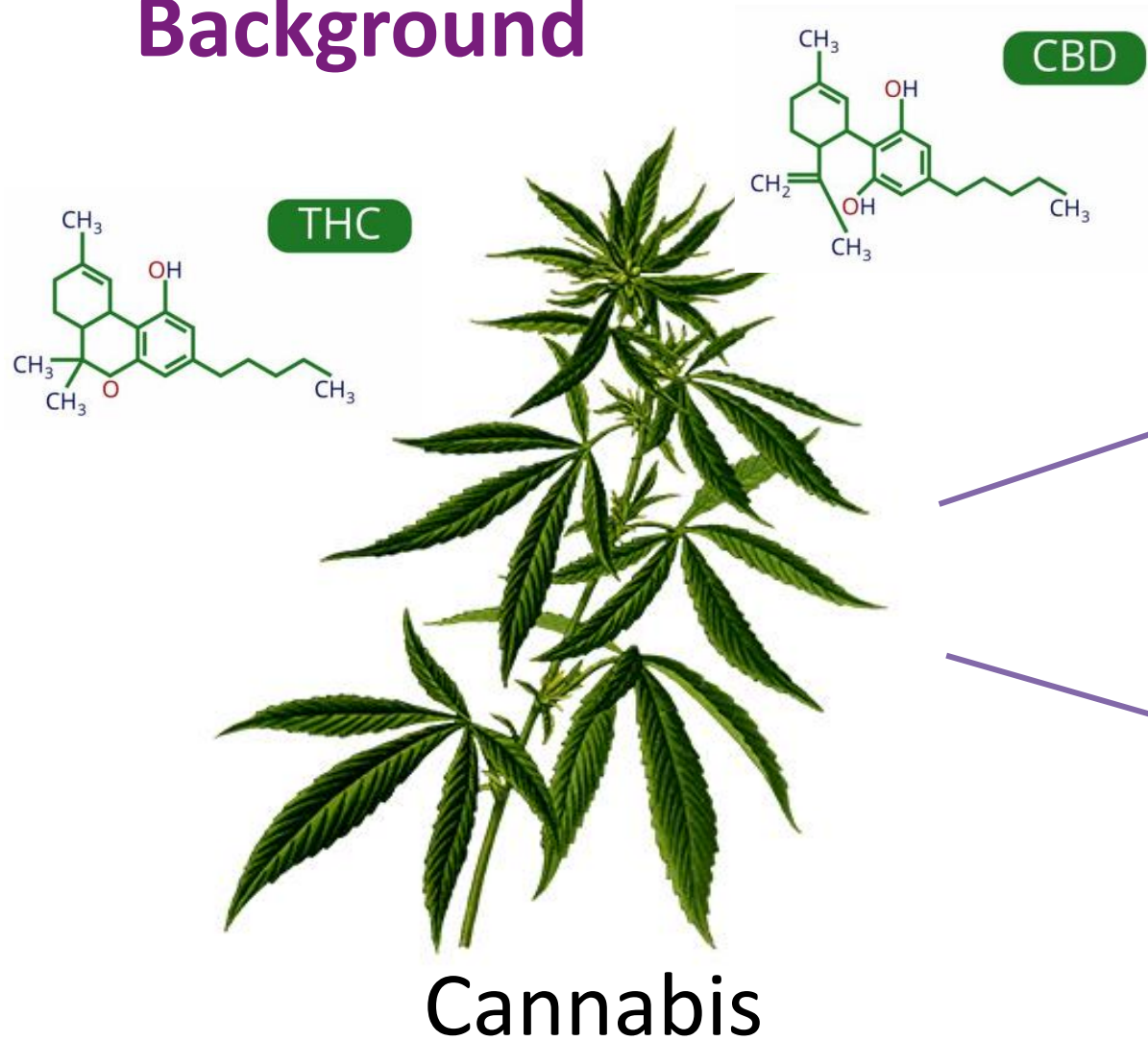


**Dr. Brooke Hoots**

CANNABIS STRATEGY UNIT LEAD  
CENTERS FOR DISEASE CONTROL AND PREVENTION

[CANNABISTA@CDC.GOV](mailto:CANNABISTA@CDC.GOV)

# Background



## Marijuana

- *High delta-9 THC ( $> 0.3\%$ ), Low CBD*
- *Schedule 1*



## Hemp

- *Low delta-9 THC ( $\leq 0.3\%$ ), High CBD*
- *Not a controlled substance*

 The Washington Post [+ Follow](#)

**Marijuana sales in Virginia could start this year, but small farmers and social equity advocates worry they'll be shut out**

Karina Elwood - Saturday

**Senate narrowly advances recreational marijuana bill**

Dakota News Now staff - Yesterday 4:26 PM

**Mississippi Governor Signs Law Allowing Medical Marijuana**

Mississippi will join the majority of states in allowing medical marijuana.

By [Associated Press](#) | Feb. 2, 2022, at 6:19 p.m.



**Marijuana Legislation Announced by Maryland House Leadership**

Maryland lawmakers have announced legislation that they say will put the state on an equitable path to legalized adult recreational marijuana, if voters approve it in November.

By [Associated Press](#) | Feb. 3, 2022, at 2:12 p.m.

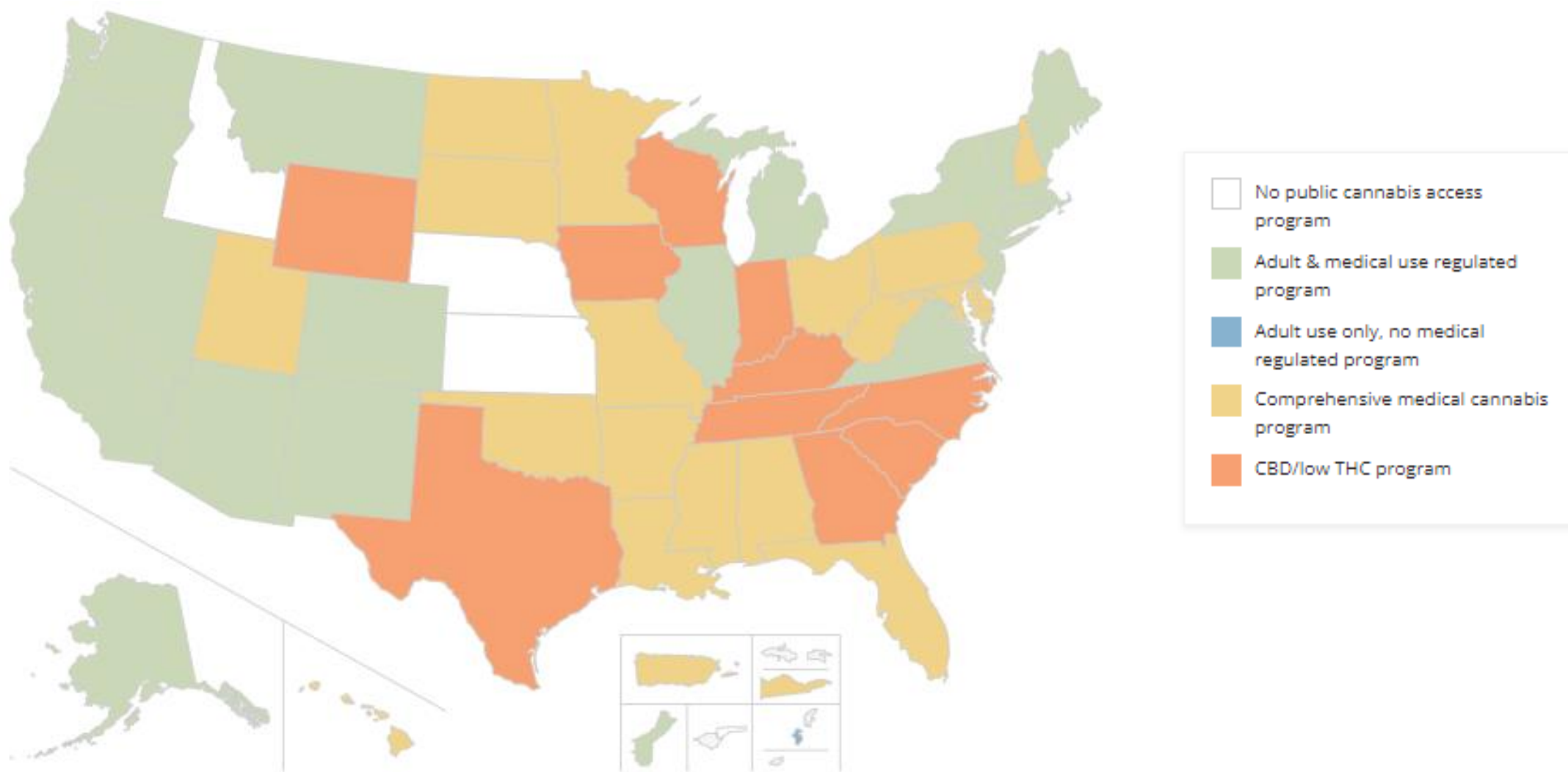
**GOP Lawmakers Try Again to Legalize Medical Marijuana**

Republican lawmakers are trying again to legalize medical marijuana in Wisconsin.

By [Associated Press](#) | Jan. 26, 2022, at 10:58 a.m.

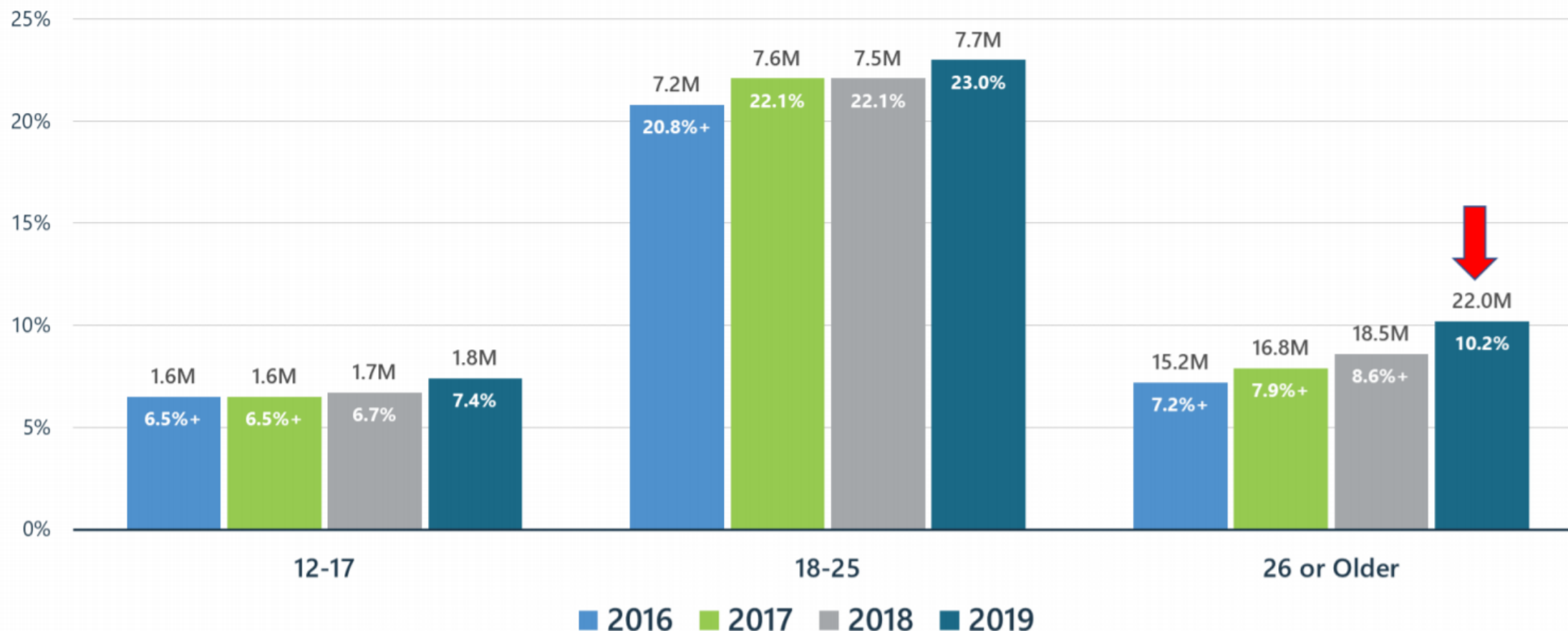


# State Regulated Cannabis Programs



# Past-month marijuana use by age group, NSDUH, 2016–2019

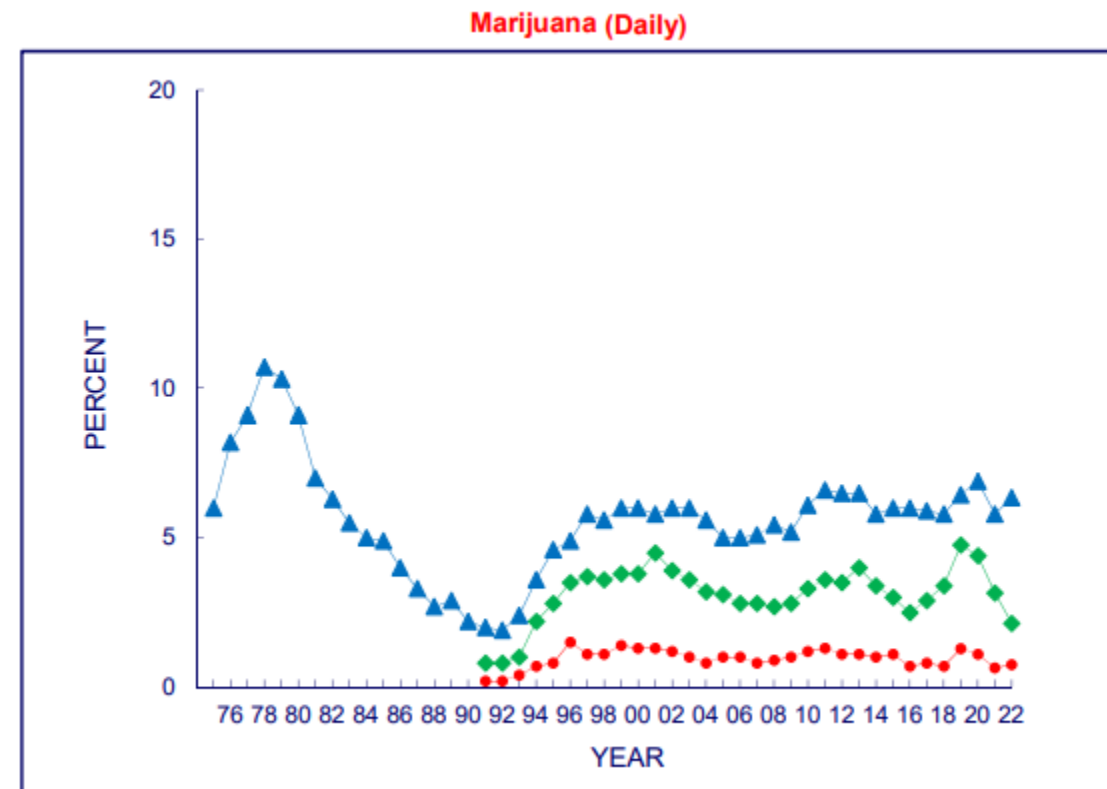
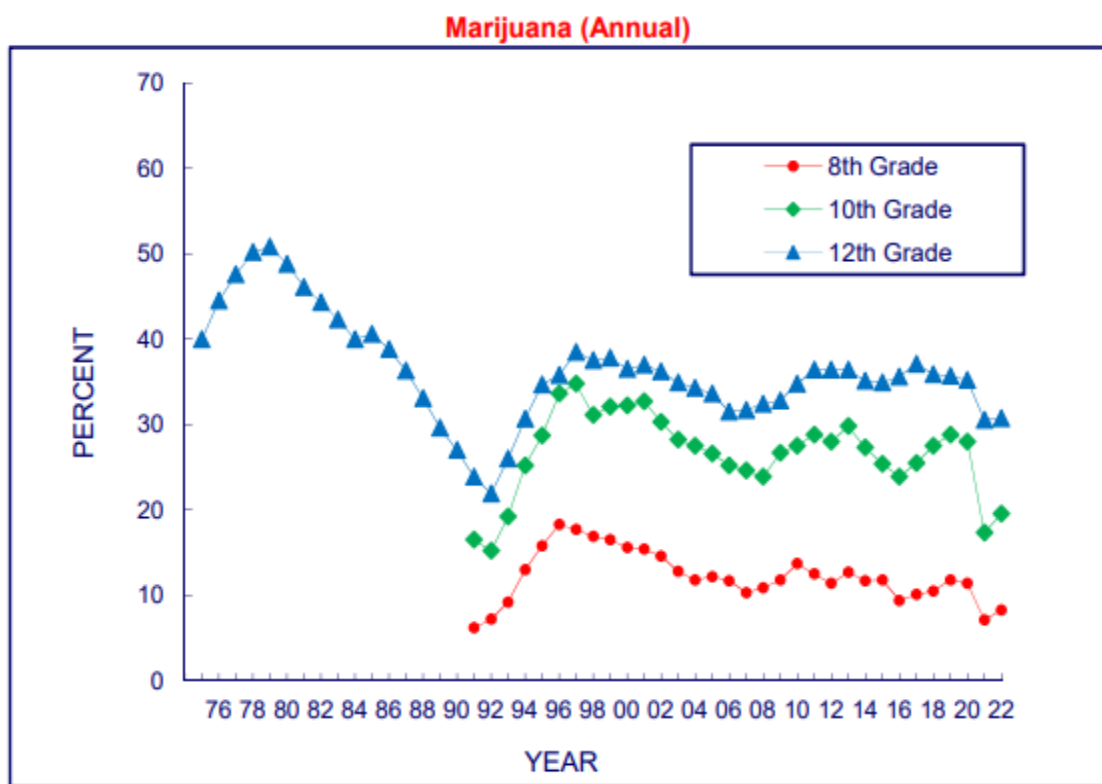
Percent and number of persons who used marijuana in past month



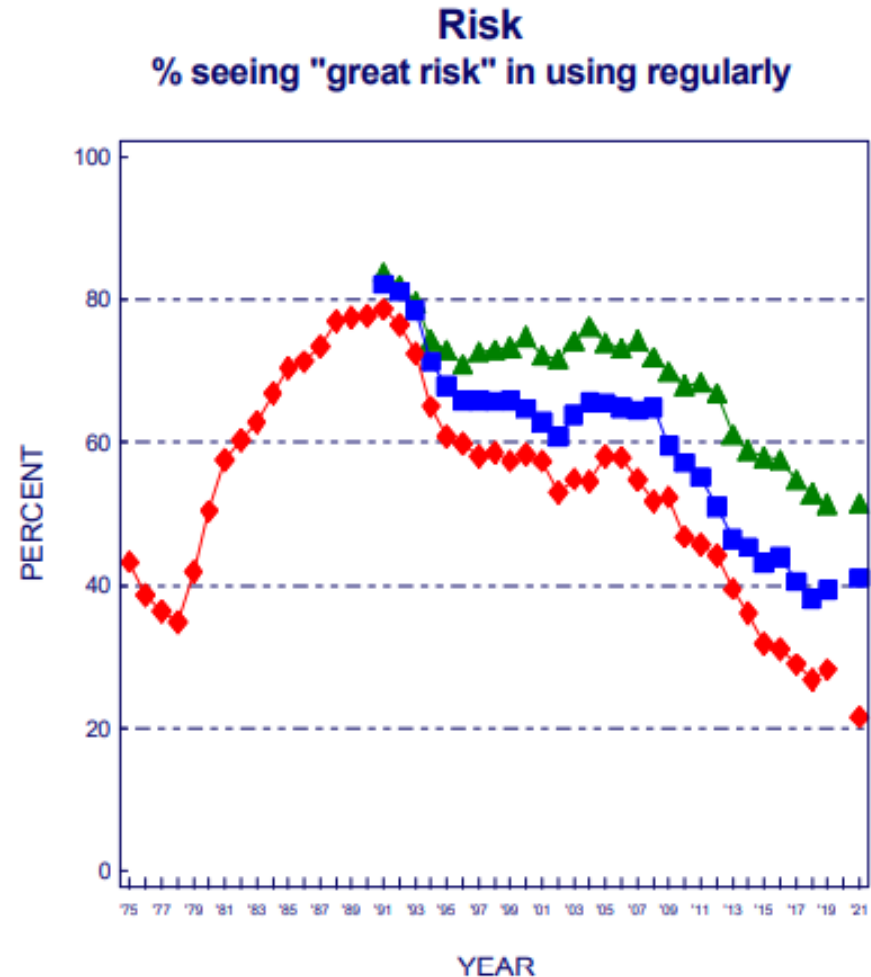
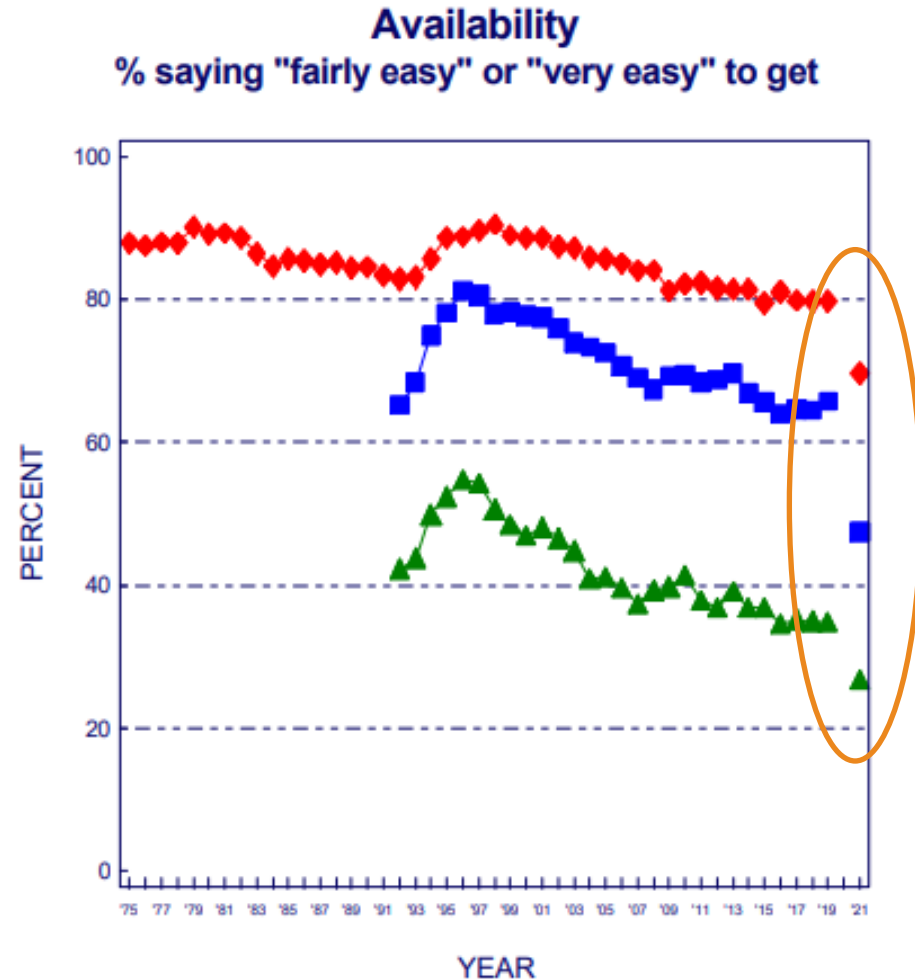
+ Difference between this estimate and the 2019 estimate is statistically significant at the .05 level.



# Annual and daily marijuana use, Monitoring the Future, 1975–2022



# Availability of cannabis and perceived risk of cannabis use, Monitoring the Future, 1975–2021

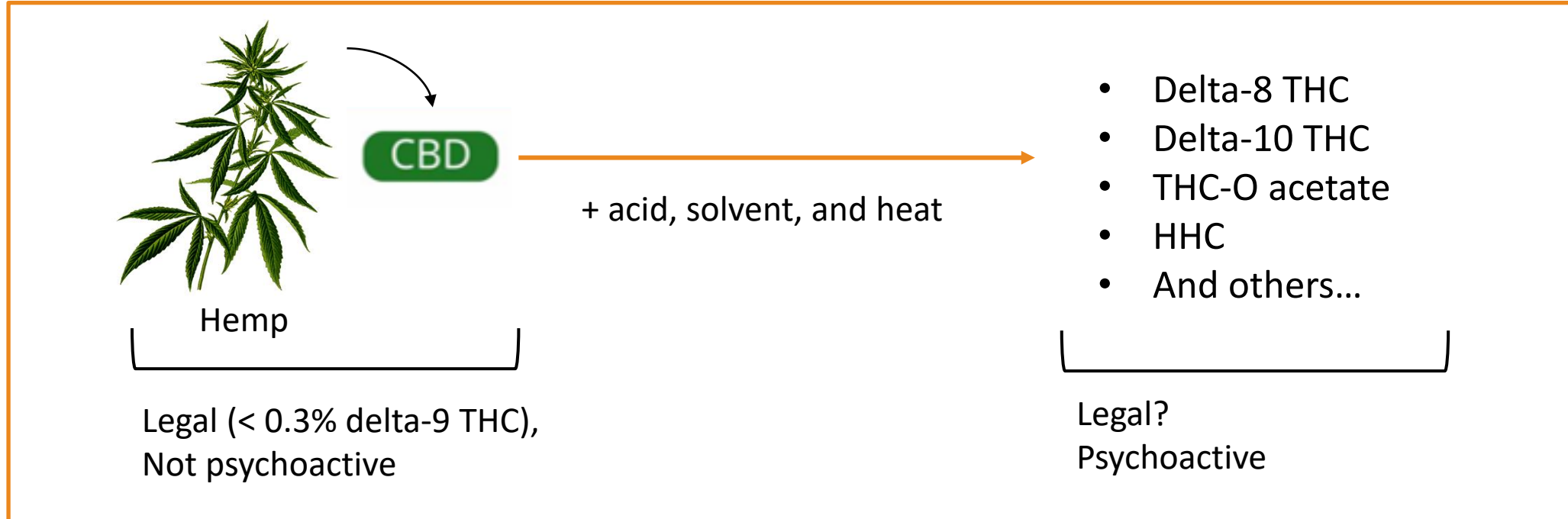




# Mode of use among youth currently using cannabis, 2018

Cannabis Mode of Use	Prevalence of Mode of Use among Past 30-day Cannabis Users		
	England ( <i>n</i> = 342)	Canada ( <i>n</i> = 625)	U.S. ( <i>n</i> = 546)
Smoke any cannabis	93.8 (321)	88.0 (549)	88.3 (483)
Without tobacco	53.3 (183)	78.7 (497)	82.0 (458)
With tobacco	73.9 (253)	36.4 (228)	34.5 (188)
Vape any cannabis	18.4 (63)	28.0 (175)	37.1 (203)
Dried cannabis	12.3 (42)	19.0 (119)	20.9 (114)
Cannabis oil or liquid	14.3 (49)	18.6 (116)	30.1 (164)
Waterpipe/Bong	22.4 (77)	51.7 (323)	47.4 (259)
Eat or drink cannabis	19.4 (66)	26.6 (166)	29.4 (161)
Cannabis extracts: Oil, wax, shatter	11.0 (37)	22.9 (143)	30.2 (165)
Other	3.1 (11)	4.1 (25)	5.3 (29)

# Emerging hemp-derived psychoactive cannabinoids



- These products may have the potential to be confused with hemp or CBD products that are not intoxicating because they are sold by a wide range of businesses that sell hemp.
- The chemical conversion creates byproducts that are not well characterized and could be harmful.

t h a n k y o u

**For technical assistance:  
[cannabisTA@cdc.gov](mailto:cannabisTA@cdc.gov)**



**For more information please contact Centers for Disease Control and Prevention**

1600 Clifton Road NE, Atlanta, GA 30333

Telephone: 1-800-CDC-INFO (232-4636)/TTY: 1-888-232-6348

E-mail: [cdcinfo@cdc.gov](mailto:cdcinfo@cdc.gov)

Web: [www.cdc.gov](http://www.cdc.gov)

The findings and conclusions in this presentation are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention.



# BEST PRACTICES CLEARINGHOUSE



**Dr. Ruben Baler**

HEALTH SCIENTIST

NATIONAL INSTITUTES OF HEALTH

NATIONAL INSTITUTE ON DRUG ABUSE

[balerr@mail.nih.gov](mailto:balerr@mail.nih.gov)



# Marijuana and the Developing Brain

Ruben Baler, Ph.D.  
Science Policy Branch – NIDA - NIH



# The brain is a product



**Upkeep and  
Maintenance**  
(metabolism)

**Information  
Processing**  
(cognition)

**Interactions  
with the world**  
(behavior)

**Survive & Reproduce**

**Products  
Fail:**

**Design flaws**

**Manufacturing errors**

**Extreme Conditions**





**A brain can fail**

**Evolutionary mismatch**

**Developmental errors**

**Overwhelming events**





**A brain can fail**

**Evolutionary mismatch**

**Developmental errors**

**Overwhelming events**

Seek the fattiest meat, the sweetest fruits, the most high-energy foods.













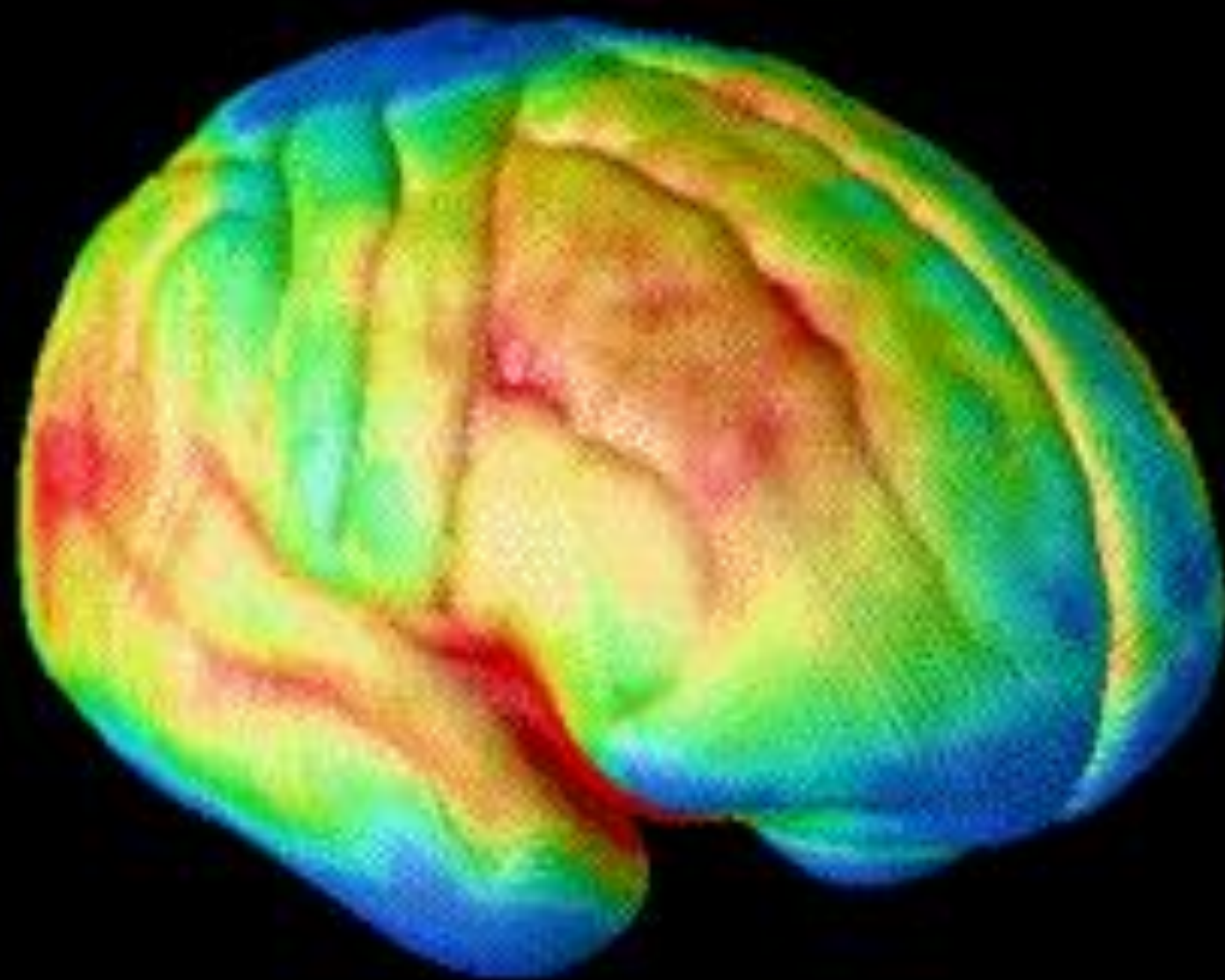


**A brain can fail**

Evolutionary flaws

**Developmental errors**

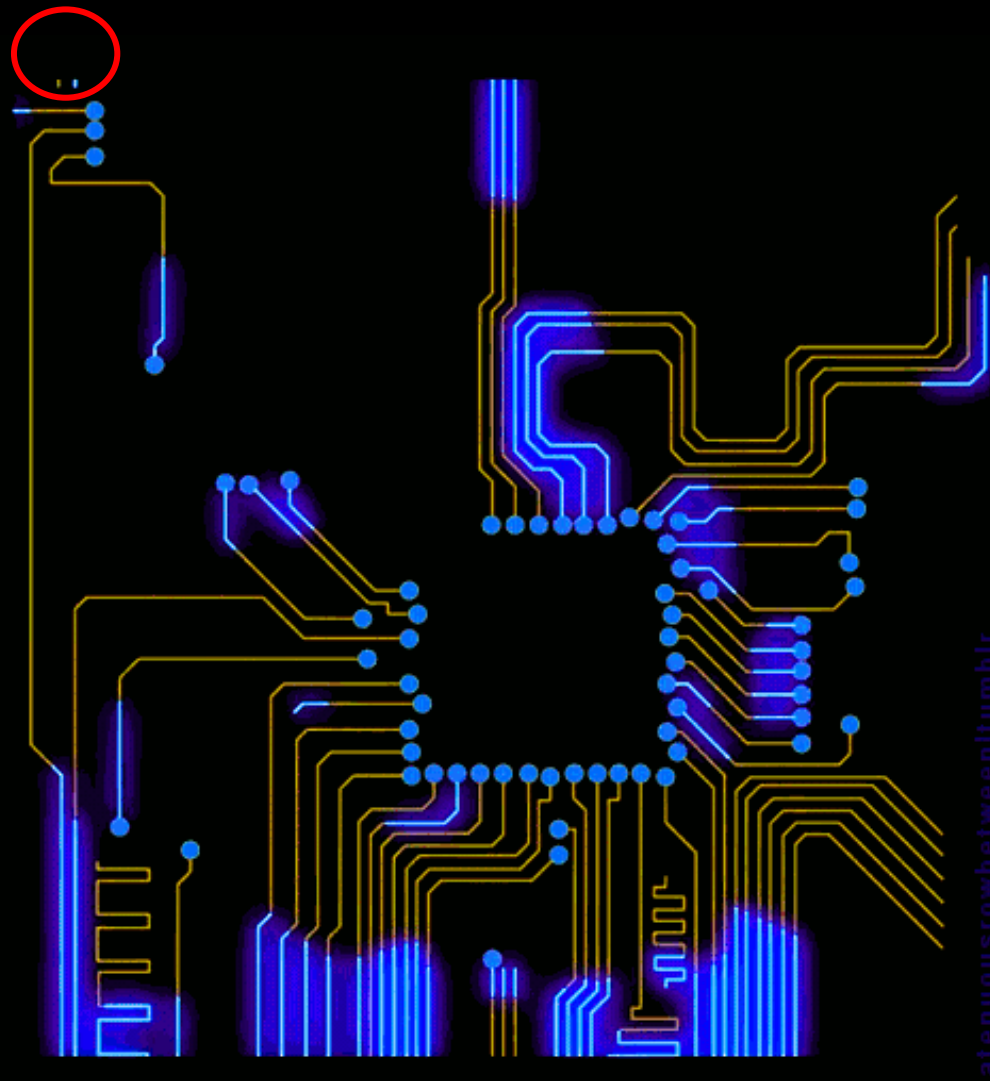
Overwhelming events







“Programming” a young brain (?)



Meaningful  
connectivity

Increasing  
Bandwidth

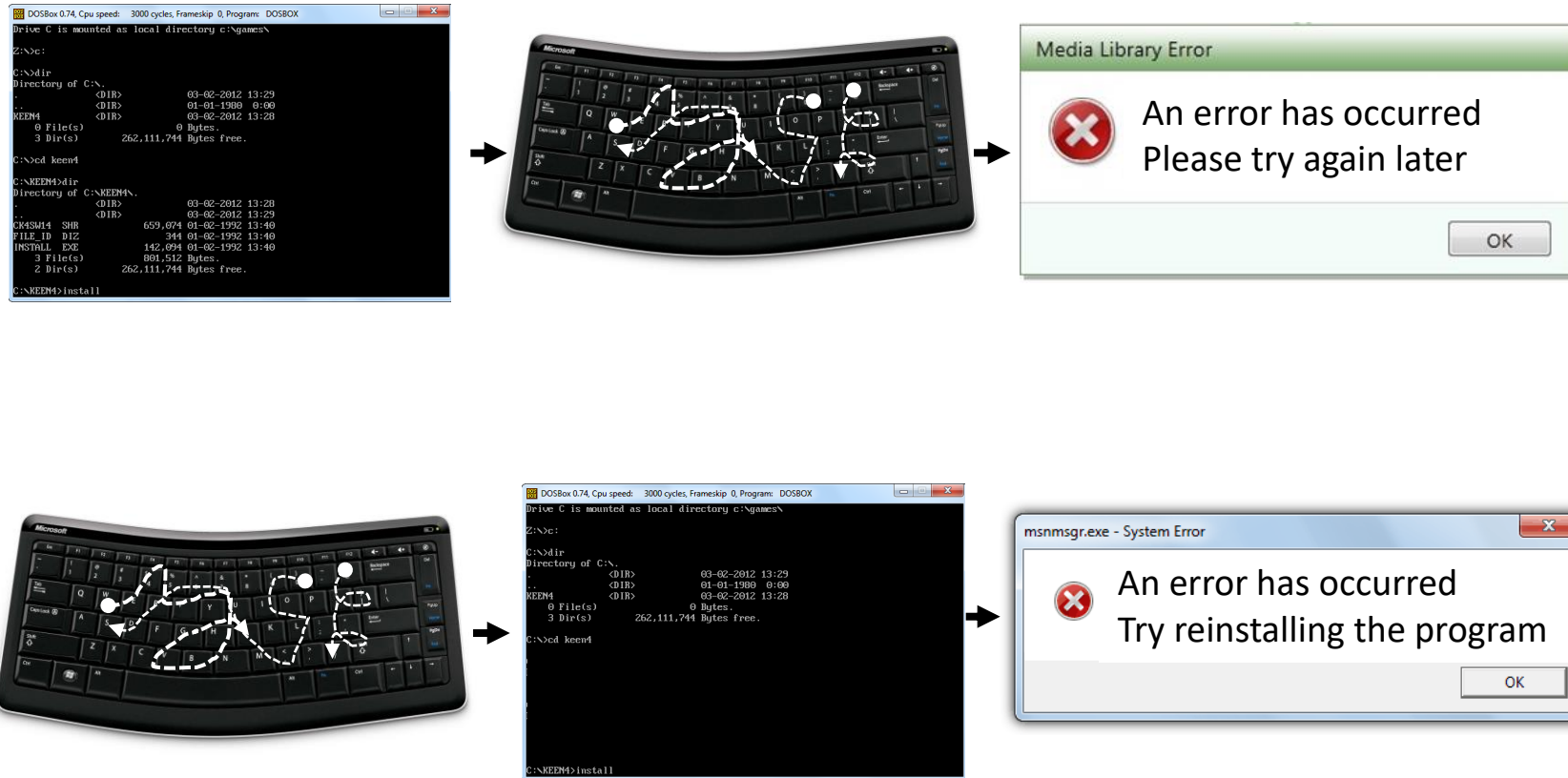
atenuousrowbetween|tumblr



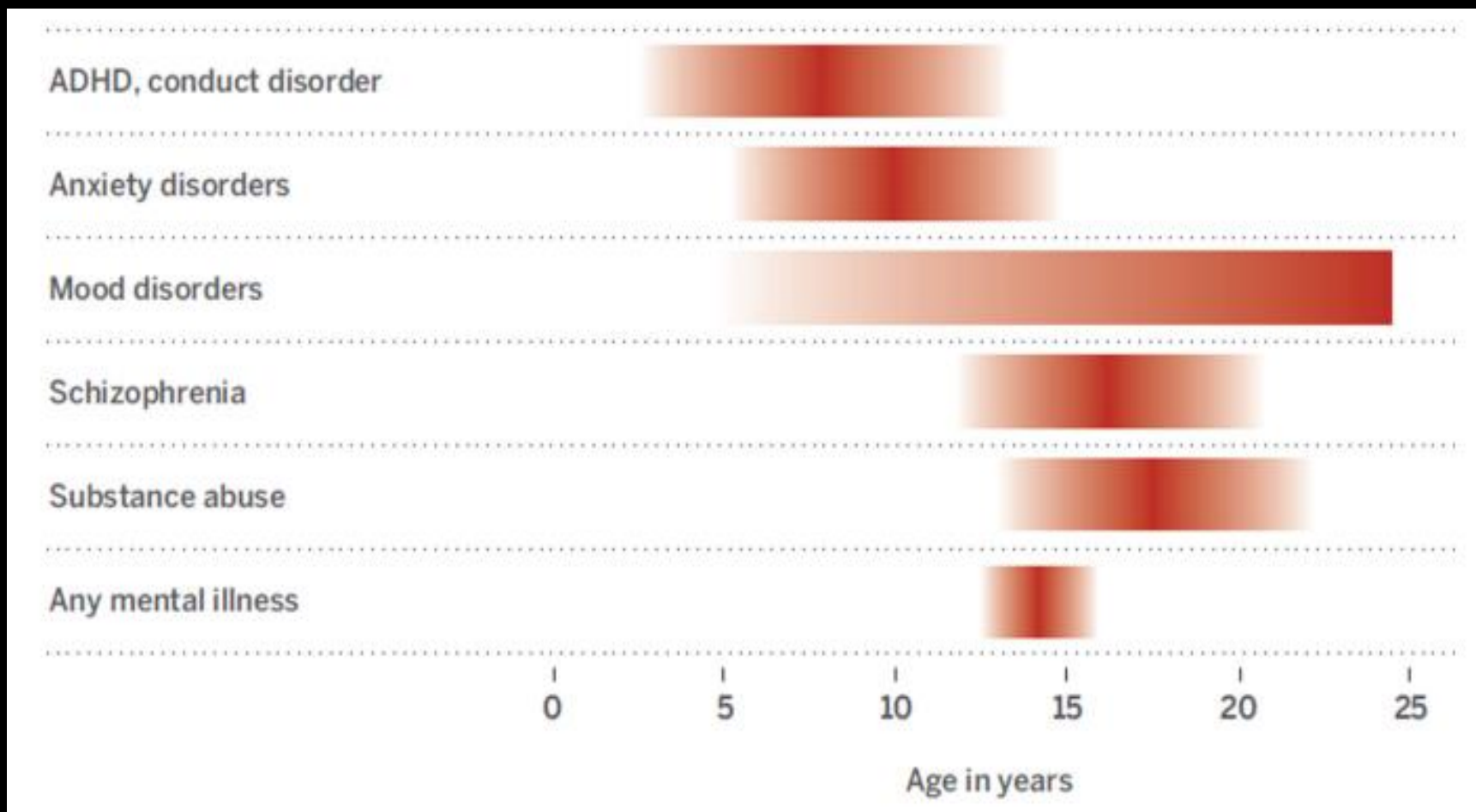
malnutrition      sleep deficits      FOMO  
bullying      drug use      physical abuse      emotional neglect      chronic pain



# The effects of keyboard scrambling are time dependent



Adolescence is peak time for clinical onset of most mental illnesses.





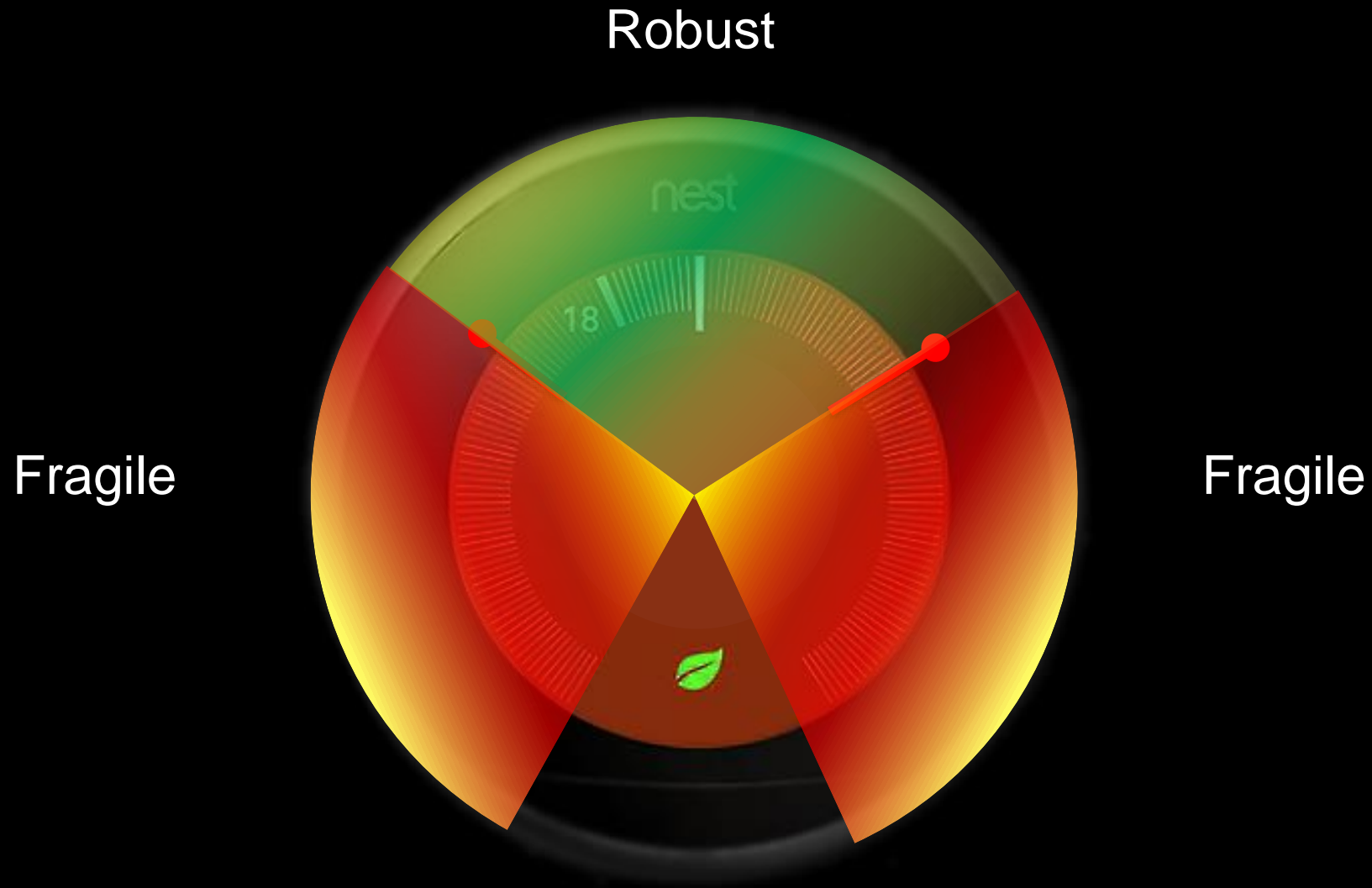
**A brain can fail**

Evolutionary flaws

Developmental errors

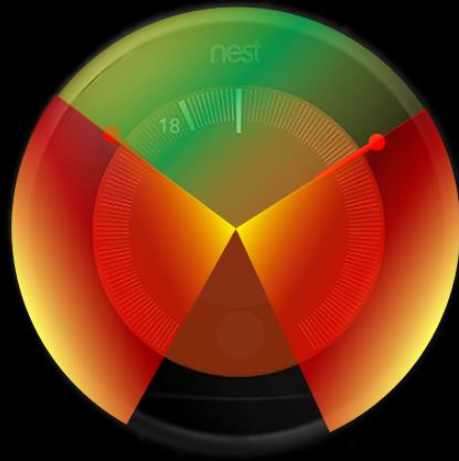
**Overwhelming events**

# Overwhelming basic control systems

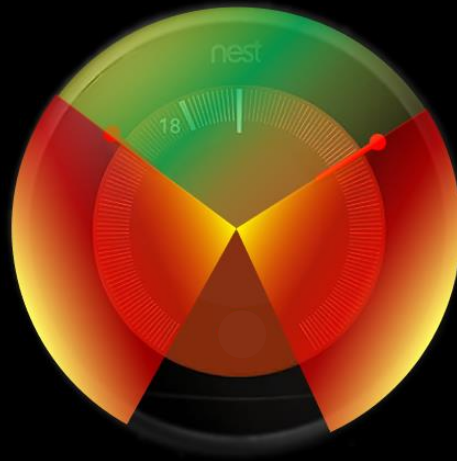




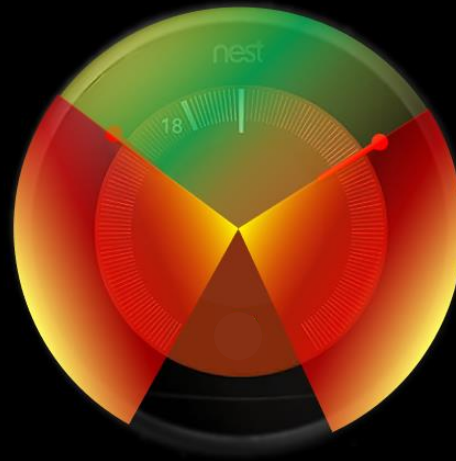
Sleep cycles



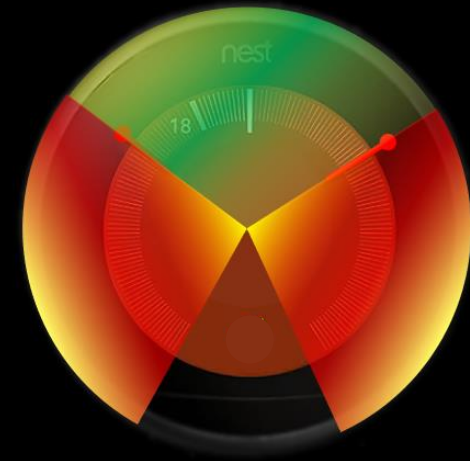
Energy  
balance



Reward  
learning



Neural  
activity



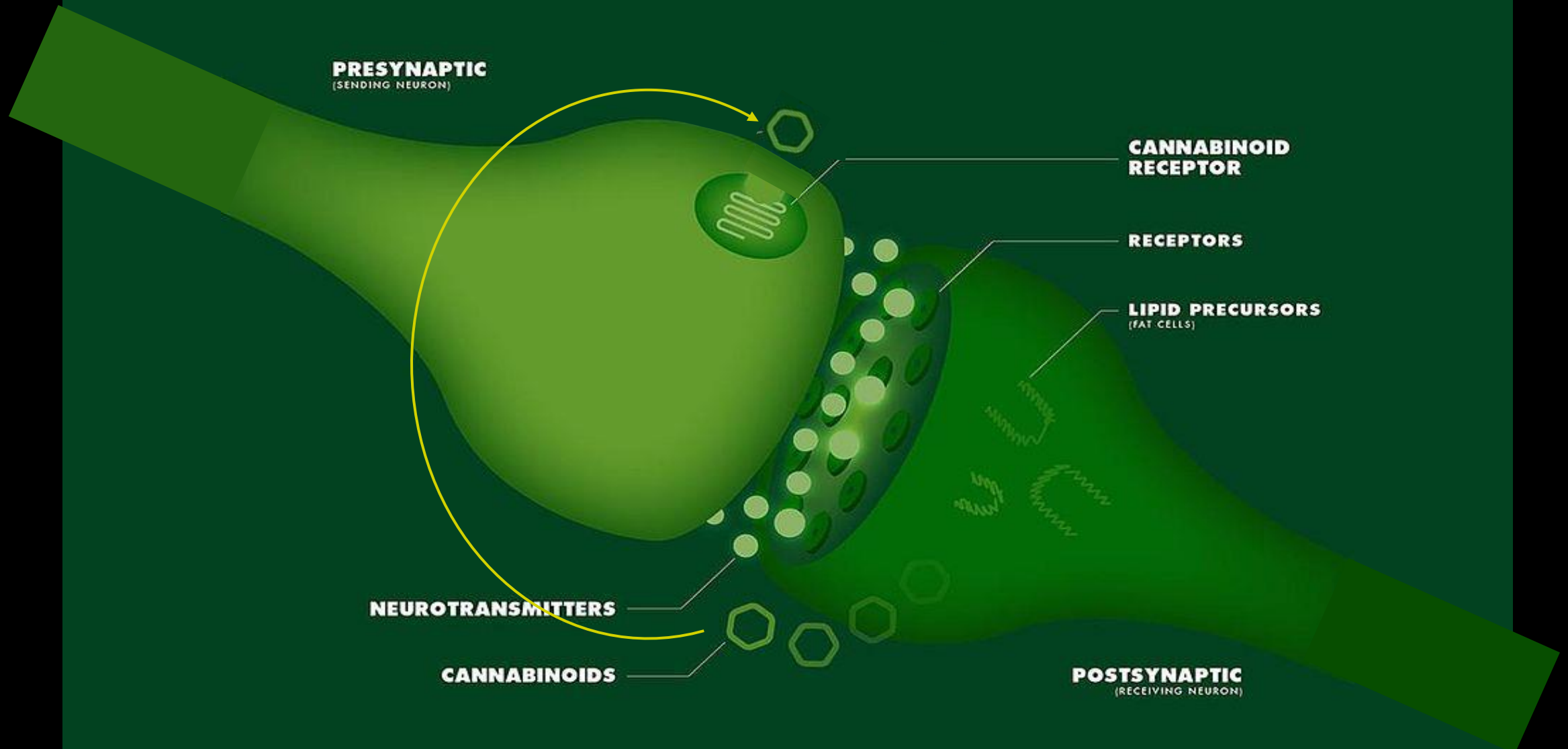
Light  
Melatonin

Ghrelin  
Leptin

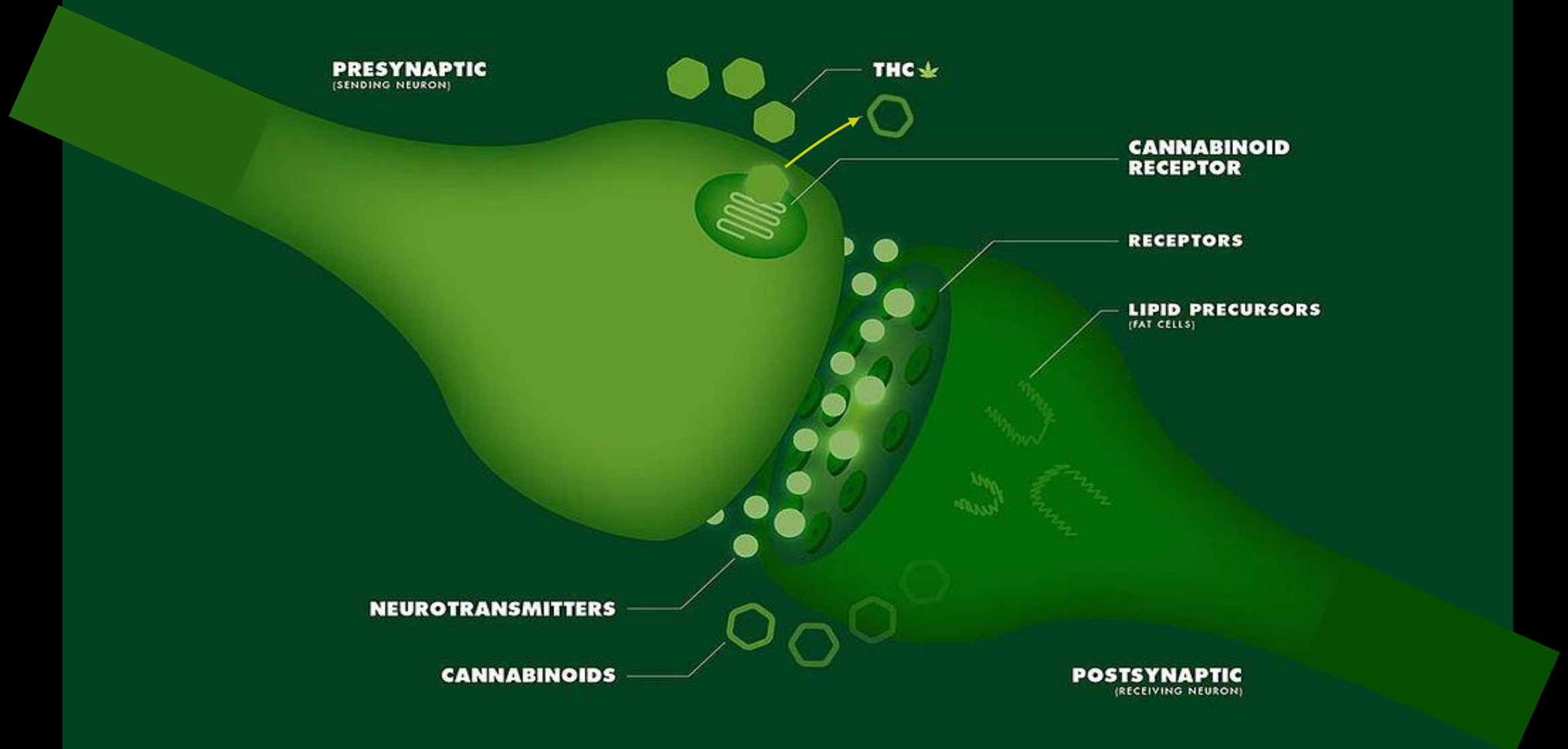
Dopamine

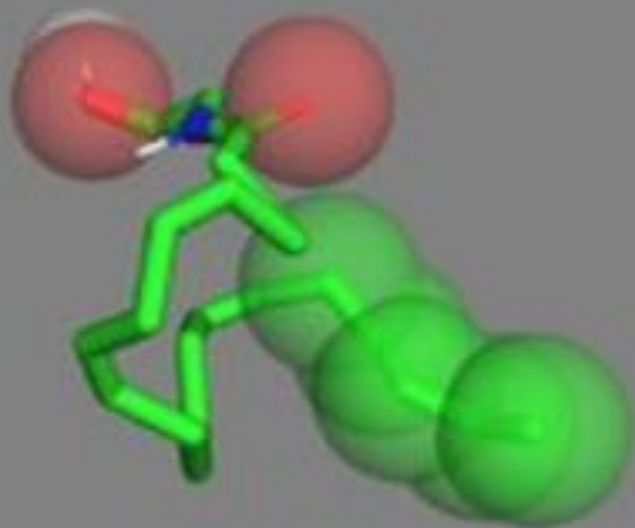
Endo  
cannabinoids

# The Endocannabinoid System (on demand control of neurotransmission)

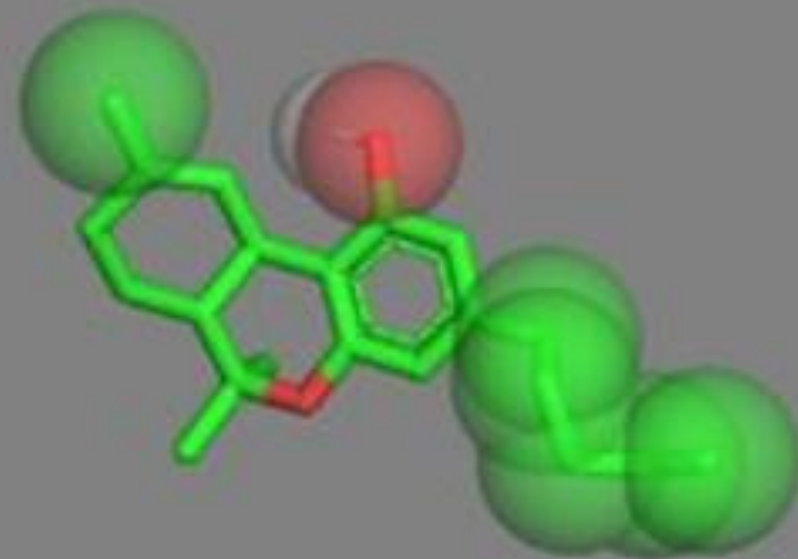


# The Endocannabinoid System (on demand control of neurotransmission)

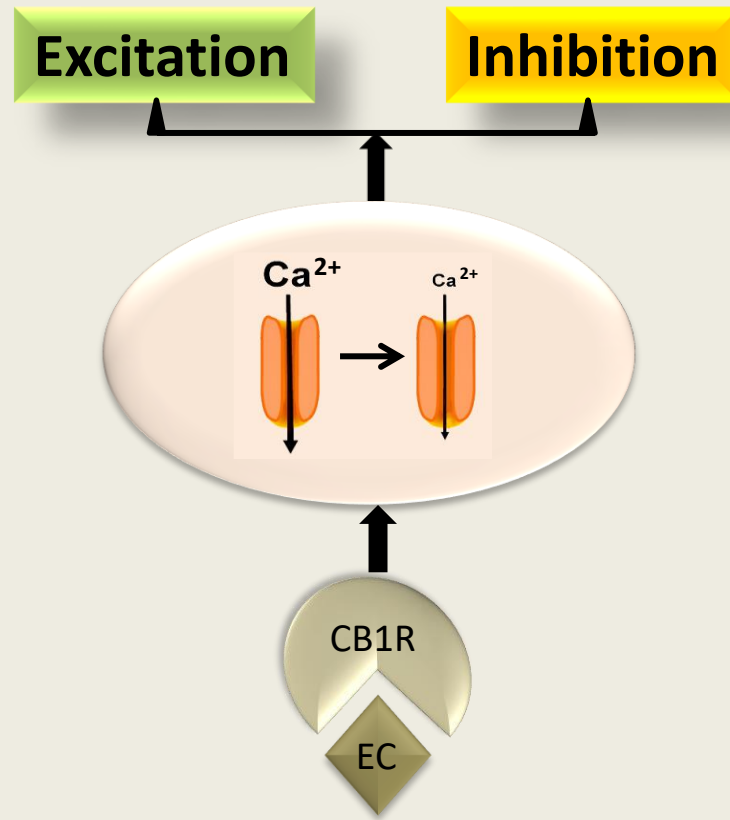




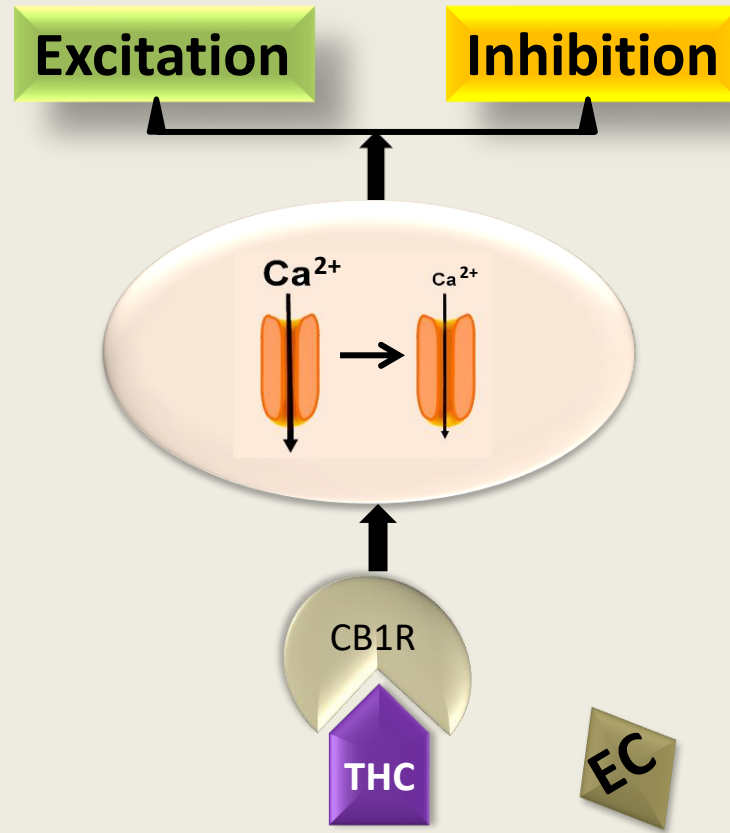
ANANDAMIDE (AEA)



$\Delta^9$  THC



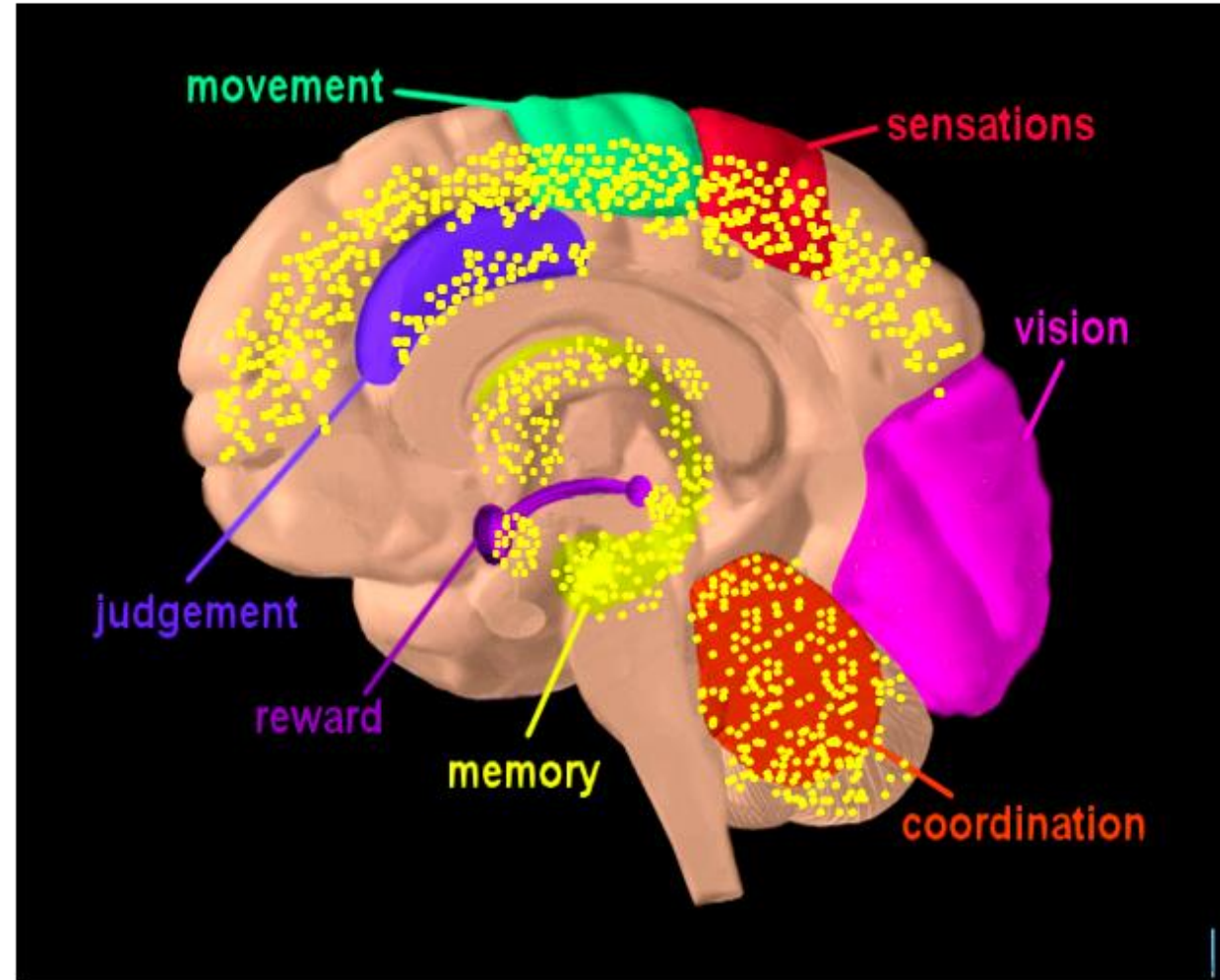


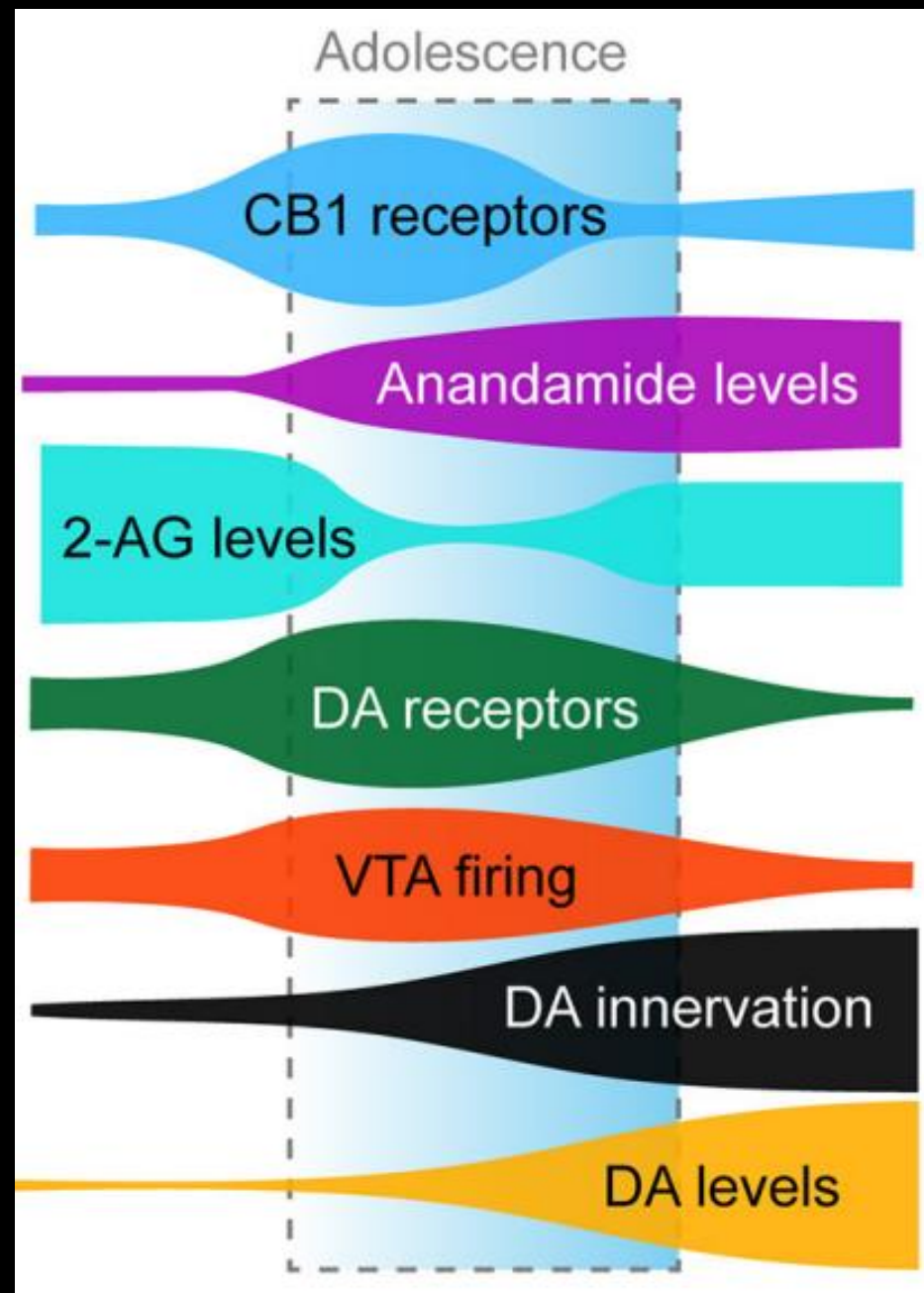


# Cannabinoid Receptors Are Located Throughout the Brain and Regulate:

---

- Memory & Cognition
- Motivation & Reward
- Appetite
- Immunological Function
- Stress
- Movement
- Pain & Analgesia
- Brain Development

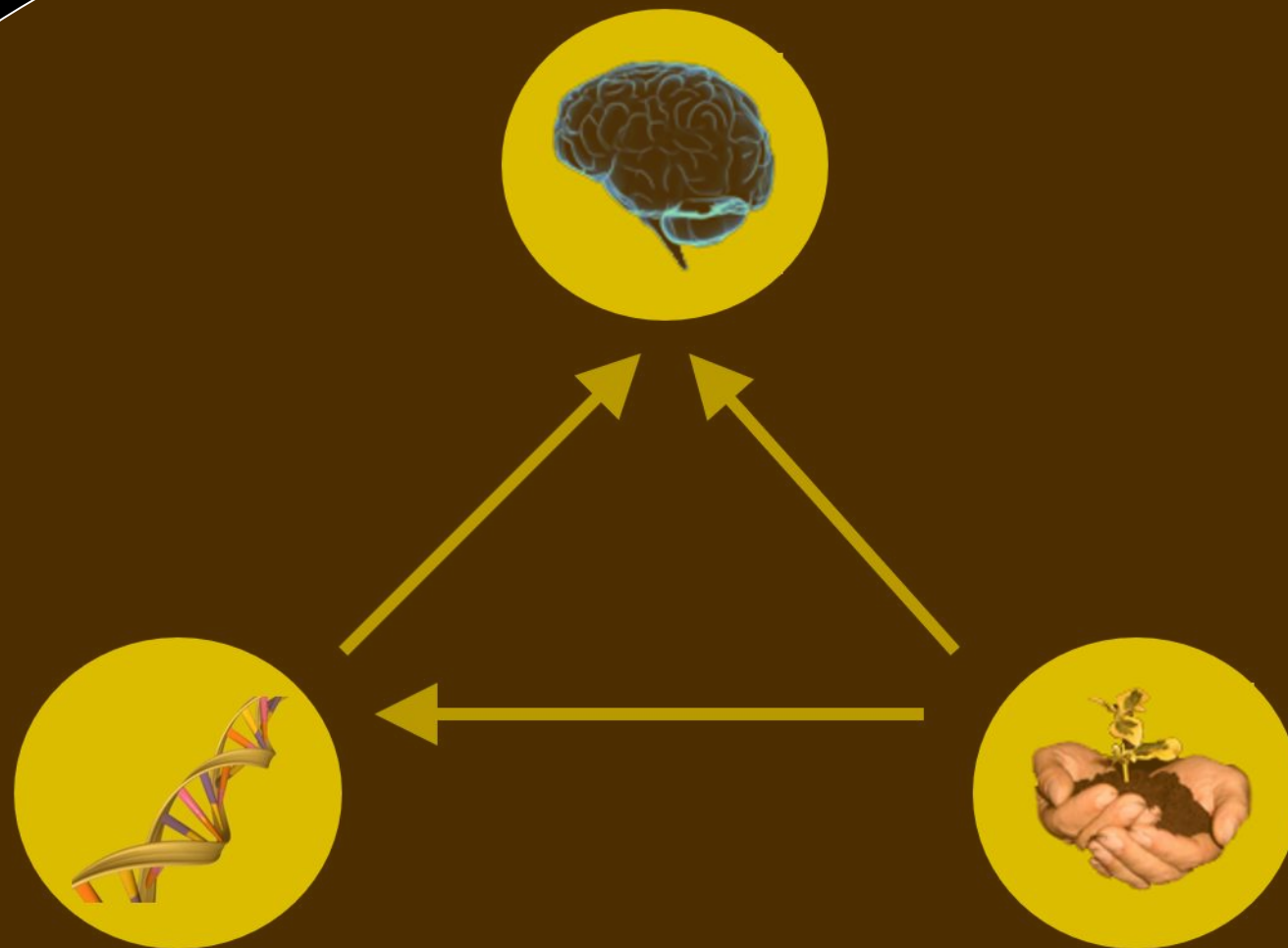




What is the Overarching Neuroscientific Lesson for Promoting Mental Health and Increased Resilience?



# Evolution





**The brain can fail**

**Design errors**

**Manufacturing errors**

**Extreme conditions**

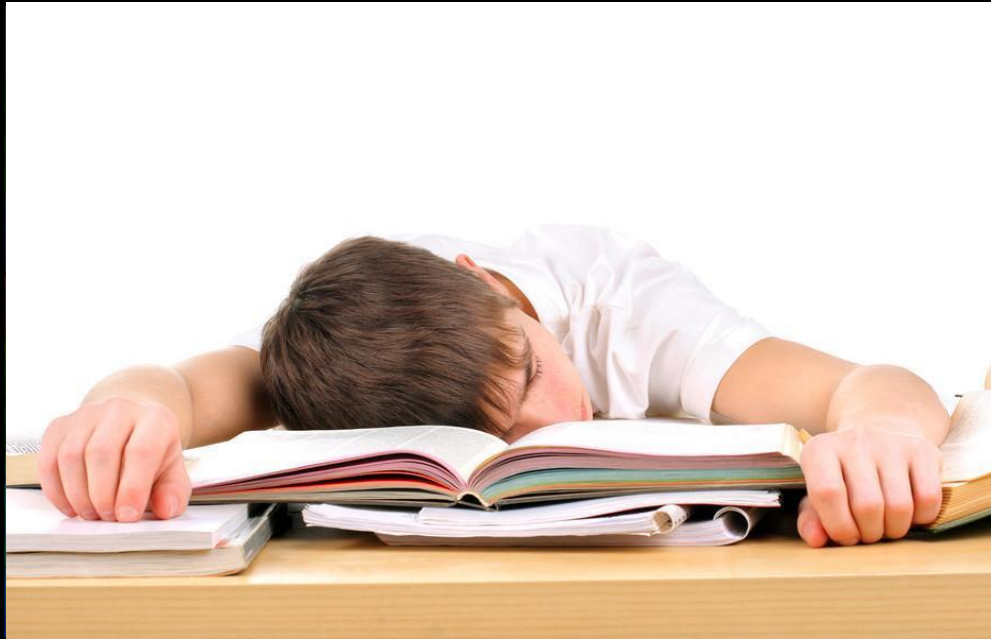


**The brain can fail.**  
Prevention Strategies

## **Evolutionary mismatch**

We must be smarter about how we design  
our environments

# Evolutionary Mismatch





## **The brain can fail.**

Prevention Strategies

### **Evolutionary Mismatch**

We must be smarter about how we design our environments.

### **Developmental Errors**

We have to be far more serious, careful and and committed when it comes to protecting our kids' developing brains. Use the science.



# Developmental errors





## **The brain can fail.**

Prevention Strategies

### **Evolutionary Mismatch**

We must be smarter about how we design our environments.

### **Developmental Errors**

We have to be far more serious, careful and committed when it comes to protecting our kids' developing brains. Use the science.

### **Overwhelming Events**

We must understand that we are robust yet fragile; and educate ourselves and our kids accordingly to be more aware of our strengths and vulnerabilities.

# Neuroscience Education in the XXI Century





# BEST PRACTICES CLEARINGHOUSE



## Dr. Bertha Madras

PROFESSOR PSYCHOBIOLOGY  
HARVARD MEDICAL SCHOOL  
HEAD, LABORATORY OF ADDICTION  
NEUROBIOLOGY  
MCCLEAN HOSPITAL, MA





# BEST PRACTICES CLEARINGHOUSE



## Courtney Esparza

PUBLIC HEALTH ADVISOR  
YOUTH ENGAGEMENT LEAD  
OFFICE OF PREVENTION INNOVATIONS  
SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES  
ADMINISTRATION (SAMHSA)

[COURTNEY.ESPARZA@SAMHSA.HHS.GOV](mailto:COURTNEY.ESPARZA@SAMHSA.HHS.GOV)



# *Preventing Marijuana Use Among Students*

Courtney Esparza, MS, MBA, LPC  
Public Health Advisor, Youth Engagement  
Office of Prevention Innovation  
Center for Substance Abuse Prevention  
Substance Abuse and Mental Health Services Administration  
U.S. Department of Health and Human Services

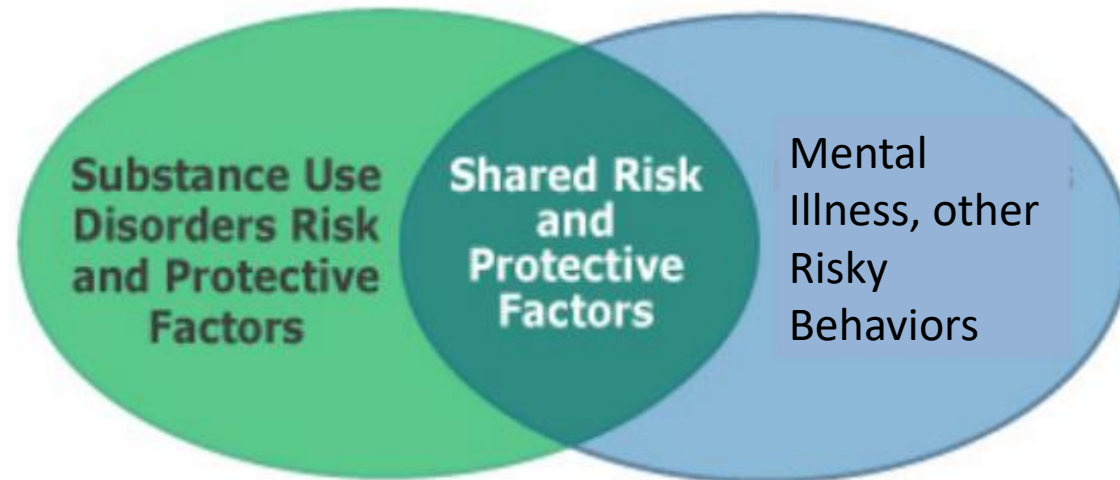
Department of Education, Lessons from the Field Webinar Series,  
March 22, 2023

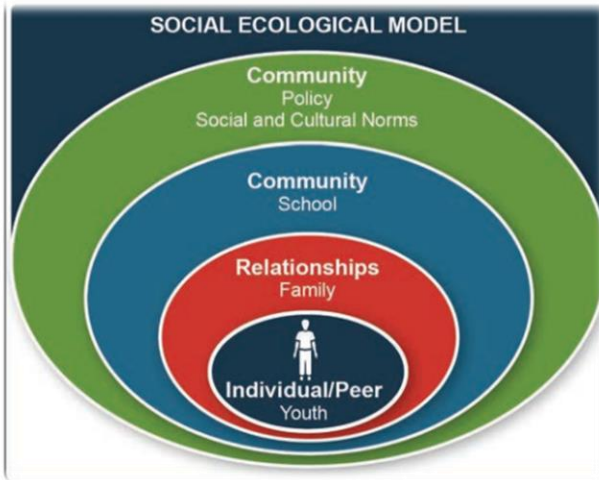


**SAMHSA**  
Substance Abuse and Mental Health  
Services Administration

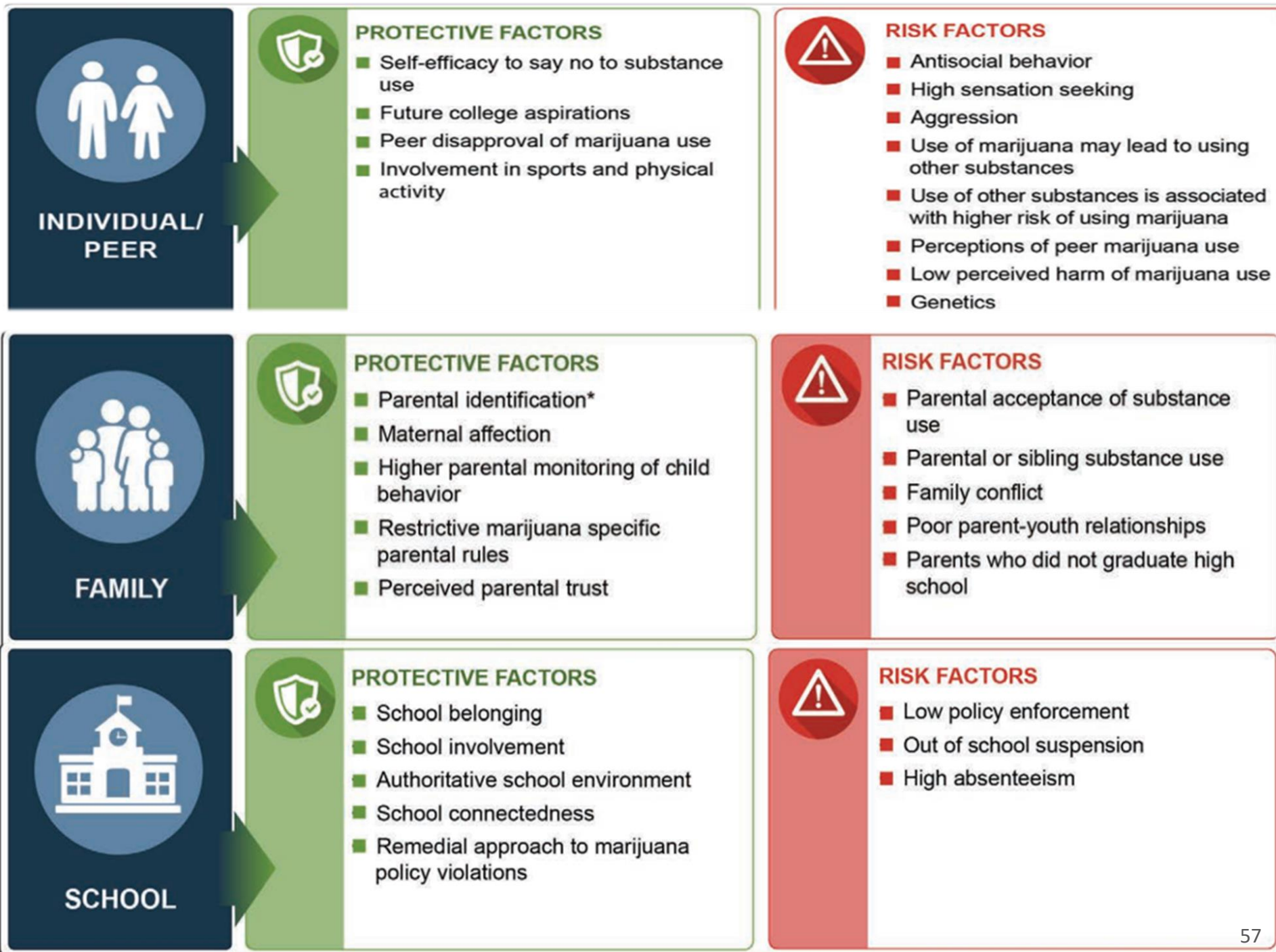
## Effective Prevention: Risk and Protective Factors

Effective prevention **focuses on reducing risk factors**, and strengthening protective factors, that are most closely related to the problem being addressed





Bronfenbrenner, 1978



# Potential Risk Factors for Substance Use Disorders and Mental Illness: Among Adolescents Aged 12 to 17

5.5% of youth were **approached by someone selling drugs** in the past month.

6.5% of youth did **not** have **someone with whom they could talk** about problems.

Nearly **1 in 5** (18.6%) youths' parents **did not let them know when they were proud** of something the youth had done.

Nearly **1 in 4** (24.0%) youth **participated in one or fewer activities.\***

\*Activities could be school-based, community-based, church or faith-based, or other activities.

# Prevention Intervention Categories

**Universal** - The broadest approach, designed to reach all individuals within a particular population by reducing risk factors and promoting protective factors.

Examples: Environmental strategies and programs that target individuals in schools, whole communities, or workplaces.

**Selective** - Target biological, psychological, or social risk factors that are more prominent among groups at high risk, increase protective factors. The audience for these interventions is often families, parents, or young people, or some combination.

Examples: Prevention education for youth groups or peer support groups for young adults with a family history of SUD.

**Indicated** - Target individuals who are already involved in risky behavior, such as substance use, that puts them at risk for SUD.

Examples: Referrals to support services for youth who screen positive for substance use, screening and consultation for families of youth admitted to hospitals with potential alcohol-related injuries.



# Comprehensive Approach

## - Prevention Programs -

### Marijuana Specific and other Evidence Based Substance Use Prevention Programs

Promising Marijuana Use Prevention Interventions	Description	Primary Age and/or Grades	Expected Outcomes
<a href="#">Teen Marijuana Check-Up</a>	A brief motivational enhancement intervention publicized as a non-pressured and confidential opportunity for the teen marijuana smoker to "take stock" of his/her use. The intervention is designed for in-school implementation and intended to elicit the teen's voluntary participation.  Cost: It is estimated that the program costs approximately \$100 per participant.	Grades 9 to 12	Reductions in quantity and frequency of marijuana use. <sup>4</sup>
<a href="#">Cannabis/Marijuana Awareness and Prevention Toolkit</a>	A theory-based and evidence-informed curriculum designed to be implemented by educators, parents, and/or community-based organizations. The curriculum is aimed at preventing middle and high school students from using marijuana.  Cost: This program is available for free.	Middle and High School Students	Prevention of marijuana use (studies currently in progress).
<a href="#">SPORT</a>	A single-session screening and brief intervention designed to promote positive healthy behaviors, such as engaging in physical exercise, while also preventing substance use. The creators of SPORT recently developed a new program "Marijuana Prevention Plus Wellness." This program is adopted from the original evidence-based SPORT program and is designed specifically to prevent marijuana use. <sup>5</sup>  Cost: The module costs \$499 per program (separate programs for high school, middle school, adolescent).	Ages 8 to 18; Elementary, Middle, and High School Students <sup>5</sup>	Prevention of marijuana use and promotion of healthy behaviors, such as engaging in physical activity. <sup>5</sup>

## - Environmental Strategies -

### Marijuana Specific

Strategy	Characteristics	Expected Outcomes
<b>Regulation of the price of marijuana</b>	<ul style="list-style-type: none"> <li>Increasing taxes (either by weight, THC content, or price).</li> <li>Banning price promotions (such as coupons, two for one deals, and happy hours).</li> </ul>	<ul style="list-style-type: none"> <li>Decrease in youth marijuana use.</li> <li>Decrease in use of high potency marijuana products.<sup>19</sup> This study uses administrative records from the Washington State Liquor and Cannabis Board.<sup>19</sup></li> </ul>
<b>Regulation of marijuana retail outlets</b>	<ul style="list-style-type: none"> <li>Limiting number and locations of retailers through licensing or zoning.</li> <li>Limiting hours/days of sale.</li> <li>Banning those under the age of 21 in dispensaries.</li> <li>Regulating where marijuana and related products can be sold.</li> </ul>	<ul style="list-style-type: none"> <li>Decrease in youth marijuana use, as reported in a study that includes data from a cross-section of 6<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> graders in 35 Oregon counties.<sup>20</sup></li> </ul>
<b>Regulation of marijuana product manufacturing and packaging</b>	<ul style="list-style-type: none"> <li>Banning marijuana products with added synthetic flavors and odors.</li> <li>Banning THC-infused edibles likely to attract children and youth, such as candies, cookies, and beverages.</li> <li>Banning THC-infused alcohol and tobacco products.</li> <li>Requiring plain product packaging.</li> <li>Requiring transparency on product labels, including THC and CBD content and ingredients.</li> <li>Require prominent graphic marijuana warning labels with varied and rotating messaging.</li> </ul>	<ul style="list-style-type: none"> <li>Reduction in youth marijuana initiation.</li> <li>Reduction in youth marijuana use and use disorder.</li> <li>Reduction in use of flavored edibles.</li> <li>Increased health knowledge.</li> <li>Increased motivation to quit.</li> <li>Reduced brand awareness and identification.</li> <li>Reduction in product appeal.</li> <li>Increase in understanding of the risks of marijuana.<sup>21-23</sup></li> </ul>
<b>Limitations on marijuana advertising and marketing</b>	<ul style="list-style-type: none"> <li>Banning marijuana advertising on television, radio, billboards, and social media.</li> <li>If not banned, limiting advertising with youth audiences.</li> <li>Removing marketing, promotion, and advertising dollars from admissible business expenses for state income tax calculations.</li> <li>Funding public health media campaigns.</li> <li>Prohibiting health and therapeutic claims.</li> </ul>	<ul style="list-style-type: none"> <li>Increase in understanding the risks of marijuana.</li> <li>Reduction in positive perceptions of marijuana use.</li> <li>Decrease in youth marijuana use.</li> <li>Reduction in advertising by marijuana retailers.<sup>24-25</sup> The Davis study uses data from 6<sup>th</sup> through 12<sup>th</sup> graders in seven communities.<sup>25</sup></li> </ul>



# Challenges to Marijuana Prevention Efforts

- Greater public acceptance
- Declining perception of risk
- Increasing availability
- Rapidly evolving policy landscape at the state level
- Product diversification
- Pervasive marketing
- More research needed on youth marijuana use specific prevention programs and environmental strategies, and the effectiveness of those strategies among diverse populations (inclusive of race, ethnicity, age, and sex)



Intervening earlier and more broadly can interrupt potential risk pathways, move children towards protective pathways, and create a better foundation for substance use prevention and health promotion in adolescence and beyond.

- Partnership to End Addiction





# Youth Engagement

---

- It is beneficial to them. Engaging in these activities is both a protective factor and empowering.
- It improves the effectiveness, relevance, and impact of programs for youth.
- It could spark an interest in working in a health and human services field.



# Hart's Ladder of Participation

Authentic youth engagement recognizes young people's right to participate in decisions that impact them.

It acknowledges the great skills and strengths they contribute to their communities.

It views young people as valued stakeholders in creating effective and inclusive policies, programs and environments.

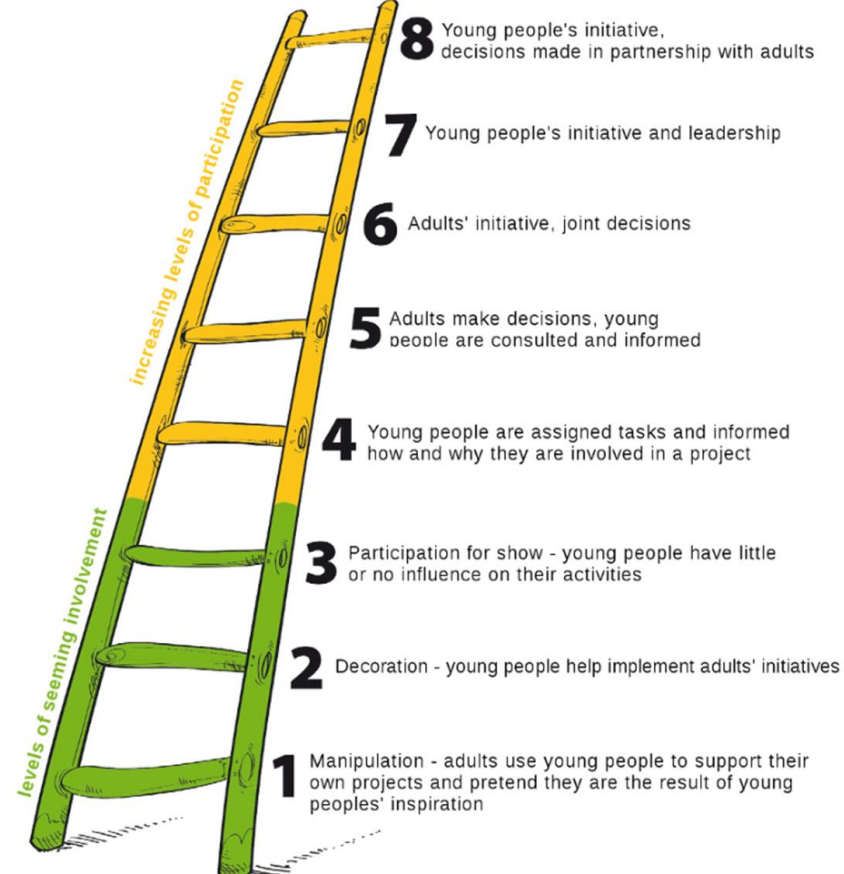


Photo Credit: Trainers Library

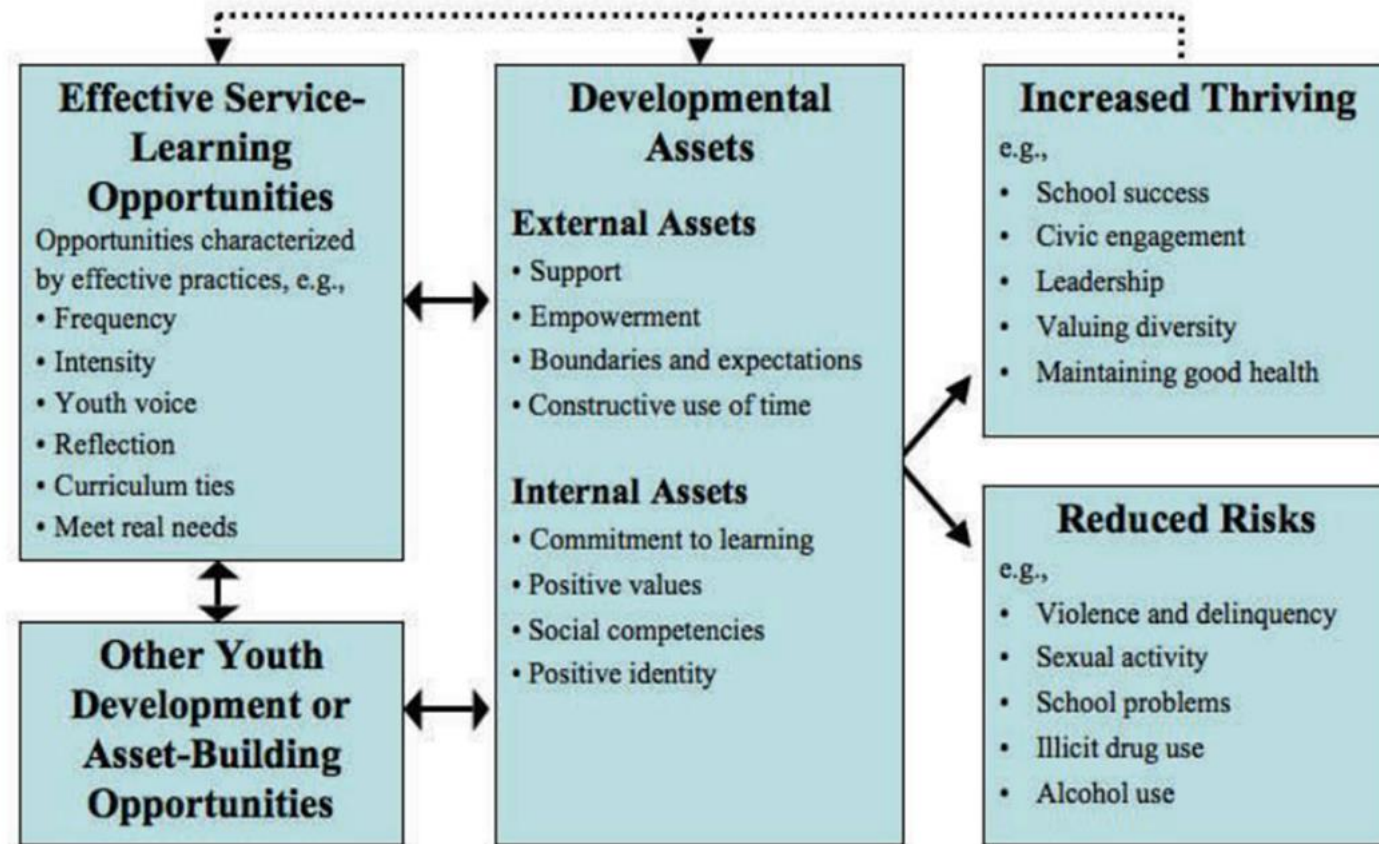
“ Service Learning is a form of experiential education where learning occurs through a cycle of action and reflection as students seek to achieve real objectives for the community and deeper understanding and skills for themselves ”

- Vanderbilt University



# Developmental Assets Model

## How Service-Learning Can Strengthen Assets





The time, attention, and emotional support school staff give to students can engage them in school and learning.

# School Connectedness

Students' belief that peers and adults in the school support, value, and care about their individual well-being as well as their academic progress.

It is an important protective factor that promotes the health and well-being of students.

Students who feel more connected to school are:

- Less likely to engage in risky behaviors (violence, sexual health, and substance use)
- More likely to engage in positive health behaviors (physical activity and healthy eating)
- More likely to have higher grades and test scores, have better school attendance, and graduate high school
- Less likely to have emotional distress and thoughts of suicide among adolescents



# School Connectedness Strategies

CDC identified four school connectedness interventions that led to declines in negative health behaviors and experiences among students, including substance use.

Providing professional development and support for school staff can help them meet the diverse emotional and social needs of their students.

- Family/community mentoring programs
- Service-learning opportunities
- Student-led clubs to provide safe spaces
- Professional development for educators on classroom management



# Communication Pathway



## ESTABLISH TRUST

Build rapport and establish trust.

1. Create a safe space.
2. Be authentic.
3. Approach the conversation informally.
4. Do more listening than talking.
5. Be transparent and trustworthy.
6. Pay attention to body language.



## MAKE THE CASE

### Marijuana

#### Physical Health Impact

Since your brain is still developing, using marijuana during your teenage years can alter your brain chemistry. This affects your ability to pay attention and remember things, which can result in lower test scores and academic success.

#### Mental Health Impact

You might have heard people say marijuana use is fun. But, for some people, it leads to extreme paranoia and fear, scary hallucinations and dependency.



## GATHER INSIGHTS

Seek guidance and input from youth about what matters to them.

1. What matters most to you in your life? And why?
2. What do you look forward to most in the coming year (or after you graduate, or beyond)? And why?
3. When you're faced with making a tough choice or decision, what do you consider or think about most?



## FRAME THE COMMUNICATION



## SUGGEST ACTION

Select one or more actions to suggest.

Explore alternative ways of dealing with stress.

Make your own personal commitment or pledge to avoid alcohol and drugs.

Talk to your friends and encourage them not to use drugs and alcohol.

Educate yourself about drugs and alcohol.

Talk to someone if you feel tempted or pressured to use drugs or alcohol.

Data Source: 2022 Getting Candid Framing the Conversation around Youth Substance Use Prevention, National Council for Mental Wellbeing and CDC

# Framing the Conversation

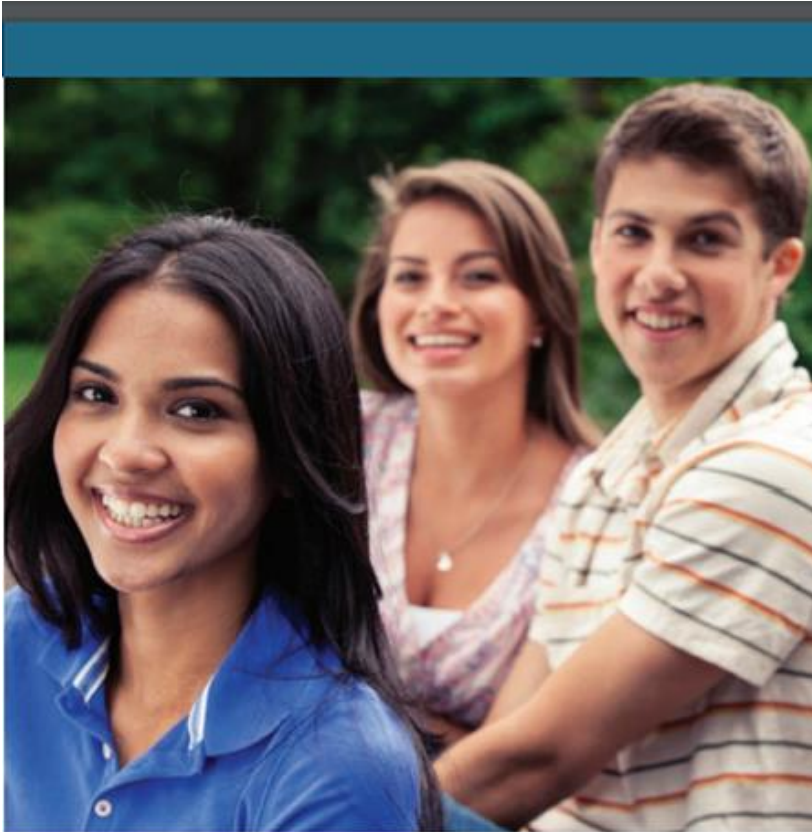


Photo Source: <https://store.samhsa.gov/sites/default/files/pep21-06-01-001.pdf>

MIDDLE SCHOOL YOUTH	HIGH SCHOOL YOUTH
<b>THE FUTURE</b>	
Don't let drug and alcohol use change or control your plans for the future.	
<b>RISK OF ADDICTION</b>	
Drugs and alcohol change parts of your brain that impact how you think and act. The more you use them, the harder it can be to stop even if you want to.	
<b>RELATIONSHIPS*</b>	
There are people in your life who matter to you and care about you. And you try hard not to let them down.	There are people in your life who matter to you and care about you. And you try hard to make them proud.
<b>ACTIVITIES</b>	
Participating in sports, music, hobbies or other activities can help you build friendships, stay in shape, get into college and receive scholarships, and have fun.	
<b>SELF-AFFIRMATION</b>	
You respect yourself and want to make decisions that are best for you. Trust yourself and your choice not to use drugs or alcohol.	

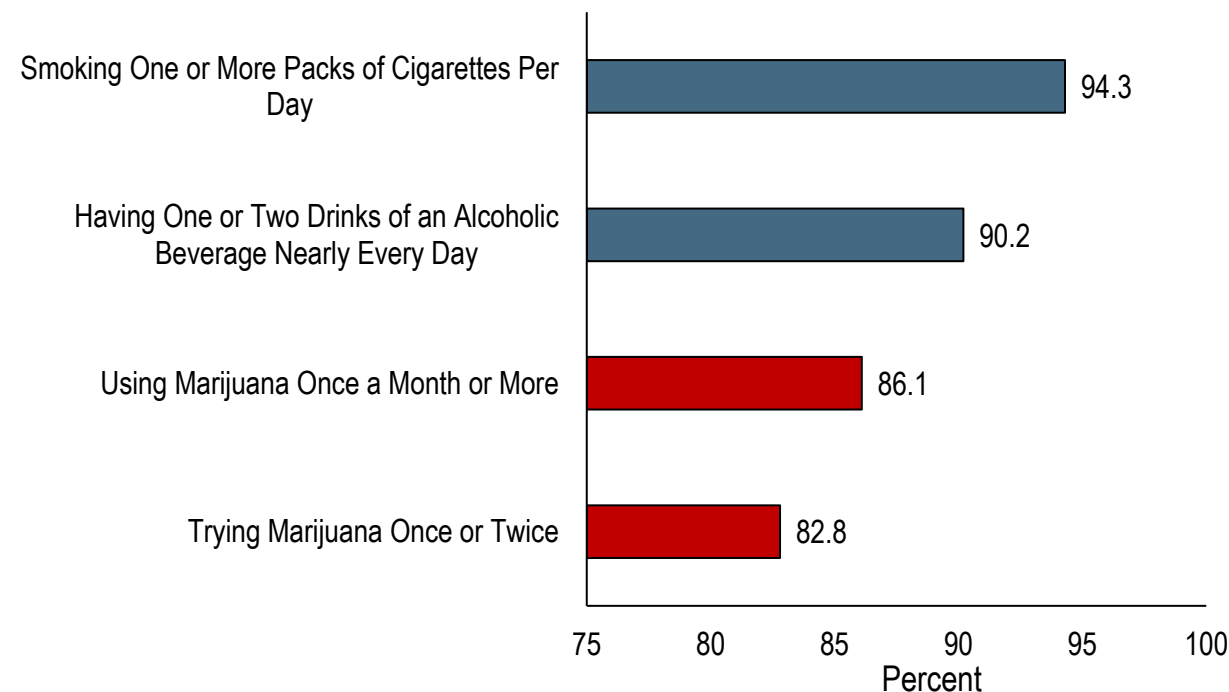
Source: 2022 Getting Candid Framing the Conversation around Youth Substance Use Prevention, National Council for Mental Wellbeing and CDC



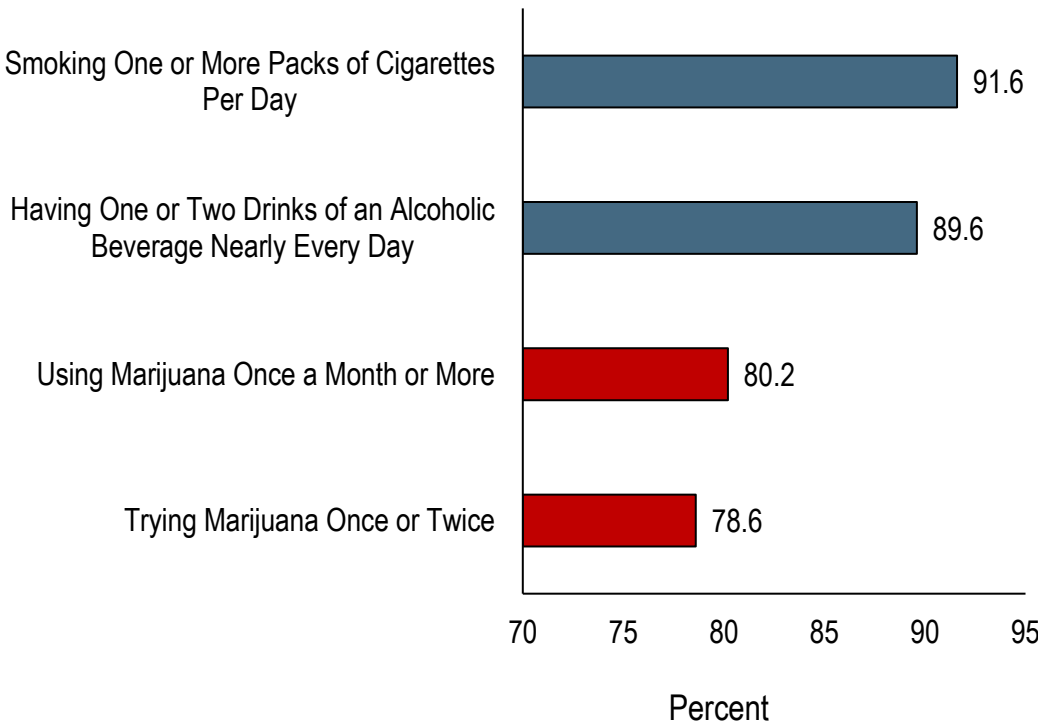
# Relationships: Perceptions on Marijuana Use

Ages 12-17

Perceived that **Parents** Would Strongly Disapprove Substance Use Behavior



Perceived that **Close Friends** Would Strongly Disapprove Substance Use Behavior



# 5 Tips For a Productive Conversation

- **Be genuine.** Young people can see right through an adult who is “faking it.” If you’re feeling uncomfortable in a discussion with a young person, admit it. Say something like, “This is hard for me to talk about, so I totally understand if it’s difficult for you too.”
- **Be careful about using slang.** You might think you are “hip” and “with it,” but trying to use slang that you don’t normally use just to “connect” with a young person is a bad strategy—they’ll be able to tell immediately. Stick with language you’re comfortable using.
- **Allow for silence.** Just like anyone, young people may struggle at times to express what they want to say. Interrupting a silent moment may prevent someone from having enough time to formulate their thoughts—be patient.
- **Switch up the setting.** *Where* you have a conversation about mental health or substance use could make you or the person you’re talking to more comfortable. Sometimes talking while doing an activity can be helpful
- **Don’t trivialize their feelings.** Good advice for any conversation. Mental health challenges can occur at any age. Wondering what a young person has to be depressed or anxious about implies that their life experiences and emotions are less valid just because of their age.

# Thank You

SAMHSA's mission is to lead public health and service delivery efforts that promote mental health, prevent substance misuse, and provide treatments and supports to foster recovery while ensuring equitable access and better outcomes.

[courtney.esparza@samhsa.hhs.gov](mailto:courtney.esparza@samhsa.hhs.gov)

[www.samhsa.gov](http://www.samhsa.gov)

1-877-SAMHSA-7 (1-877-726-4727) • 1-800-487-4889 (TDD)



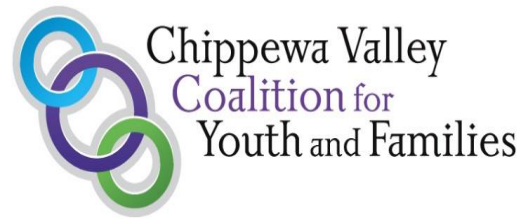
# BEST PRACTICES CLEARINGHOUSE



**Dr. Charlene McGunn**

EXECUTIVE DIRECTOR  
CHIPPEWA VALLEY COALITION FOR YOUTH  
AND FAMILIES (MI)

[cmcgunn@cvs.k12.mi.us](mailto:cmcgunn@cvs.k12.mi.us)



[www.cvcoalition.org](http://www.cvcoalition.org)

***We join School, Family, and Community in a partnership to promote healthy, resilient, and drug free youth and to prevent youth suicide.***

# ***Youth Marijuana Prevention Strategies***

***Charlene McGunn Ph.D.  
Executive Director***



# *Youth Marijuana Prevention Strategies*

## **Mobilize Your Community**

---

- Engage Key Stakeholders – School, Churches, and Other Community Sectors
- Create Local Partnerships
- Join Regional and State-Wide Partnerships
- Create Dissemination Networks and Expand to a Broader Base
- Consider Messaging – Consider the Focus
  - Potency
  - Teen Brain Development - Academic Performance, Addiction, Public Safety
  - Marijuana Use and Mental Health
- Consider Your Audience – Social Norming
- Launch a Social Media Campaign
- Train Coalition Members on Advocacy vs. Lobbying
- **Use Youth as a Resource in Their Schools and the Community**

## ***Mobilize Your Youth***

### **Our Coalition Teen Council (Youth) Members:**

- Help Create a Positive School Climate
- Serve as Role Models
- Update the Coalition about Youth Issues
- Initiate Prevention Activities in Their Schools
- Engage in Cross-Age Programming
- Raise Parental Awareness of the Issues
- Provide Education in Their Community
- Assist the Coalition with Messaging
- Provide Access to Youth Networks
- Represent the Coalition with Media
- Lend Their Tech, Video, & Social Media Skills
- Recruit Other Members

### **Are Prepared to Take “Center Stage”**

- Understanding of Drug Effects
- Understanding of Related Issues
- Leadership Training
- Public Presentation
- Advocacy vs. Lobbying
- Relating to Print and Broadcast Media
- Have Their Own Organizational Structure



**172 Youth Members**

# ***Educating Students, Parents, School Staff, and Community About the Dangers of Marijuana!***

## **Free Online Tool Kit**

- Lesson for High School Health Classes (PowerPoint with video)
- Lesson for Middle School Health classes (PowerPoint with video)
- Parent Fact Sheets
- Parent Postcard Mailers
- Social Media - Posts & Tweets



**Vape and Opioid Use Prevention Lessons  
Suicide Prevention Information  
Link to Life of an Athlete Prevention  
Information**

**[www.cvcoalition.org](http://www.cvcoalition.org)**

# Thank You!

Should you have any questions, please contact us at [NCSSLE@air.org](mailto:NCSSLE@air.org) or 800-258-8413. We are happy to help!

NCSSLE Website

<https://safesupportivelearning.ed.gov>

Best Practices Clearinghouse

<https://bestpracticesclearinghouse.ed.gov/>

Next *Lessons from the Field* and Human Trafficking Series Webinars

- **April 12:** Student Nutrition and Physical Movement
- **April 19:** Forced Criminality in Human Trafficking
- **April 26:** Full-Service Community Schools



# Feedback Form



## [NCSSLE] 2023 - Lessons from the Field - Understanding and Preventing Student Marijuana Use

Thank you for attending the webinar, *Understanding and Preventing Student Marijuana Use*, on March 22, 2023. To best serve you, we would greatly appreciate receiving your feedback on the webinar.

### 1. Prior to the webinar, how knowledgeable were you about the webinar's topic?

- ☐ Not At All Knowledgeable
- ☐ Somewhat Knowledgeable
- ☐ Very Knowledgeable

### 2. Overall this webinar was a good use of my time.

- ☐ Strongly Disagree
- ☐ Somewhat Disagree
- ☐ Somewhat Agree
- ☐ Strongly Agree

### 3. This webinar improved my understanding of the covered topic.

- ☐ Strongly Disagree
- ☐ Somewhat Disagree
- ☐ Somewhat Agree
- ☐ Strongly Agree

### 4. Overall, how would you rate the quality of this webinar, such as the communication style of the presenters and the clarity of the webinar content?

[https://www.surveymonkey.com/r/LFTF\\_Session39](https://www.surveymonkey.com/r/LFTF_Session39)





# BEST PRACTICES CLEARINGHOUSE



**Live Q&A**