



Drug Awareness: How To Talk To Your Youth

MYTHS

“Interventions and confrontations are often effective in stopping youth from using drugs”

“Harm Reduction” encourages use

“Drugs are the problem”

Harm Reduction

- Allows us to meet youth where they are at
- Allows us to promote safety in youths lives
- Develops relationship without judgment or shame
- Respects youths developmental process
- Creates an opportunity for relationship

What are substances?

Anything other than food and water that affect your brain and body

Context Of Use:

Depressants serve to slow your central nervous system, calm you.

Stimulants wake you up, provide energy, speed up your central nervous system.

Hallucinogens mindset and setting alterations, escape to different reality.

Stimulants Examples: Nicotine, Caffeine, Sugar, Cocaine, Ecstasy, Amphetamines (including crystal methamphetamine or 'ice'), Cannabis*

Depressants Examples: Alcohol, Cannabis*, Benzodiazepines, Heroin, Opioids, Sedatives

Hallucinogens Examples: LSD, Ecstasy, Magic Mushrooms, Cannabis*

HOW DO DIFFERENT SUBSTANCES ACT DIFFERENTLY IN THE BRAIN?



Stimulants

Stimulants excite, or speed up, the brain and its functions. Use of stimulants can cause increased energy, faster breathing, more rapid heart rate, and higher body temperature.



Depressants

Depressants inhibit, or slow down, the brain and body. Use of depressants can cause lowered energy, slowed breathing, slowed heart rate, and lower body temperature.



Hallucinogens

Hallucinogens impair the brain and body's perception of reality. Use of hallucinogens can cause delusional thoughts, bizarre physical motions, and the experience of sights, sounds, tastes, and sensations that are not there.

Why are people using substances?

Fun

Escape

Curiosity

On a dare

Peer pressure

Older siblings

Adult examples

To feel grown up

Become more creative

Caffeine – wakes you up

Deal with negative feelings

Relate to others better

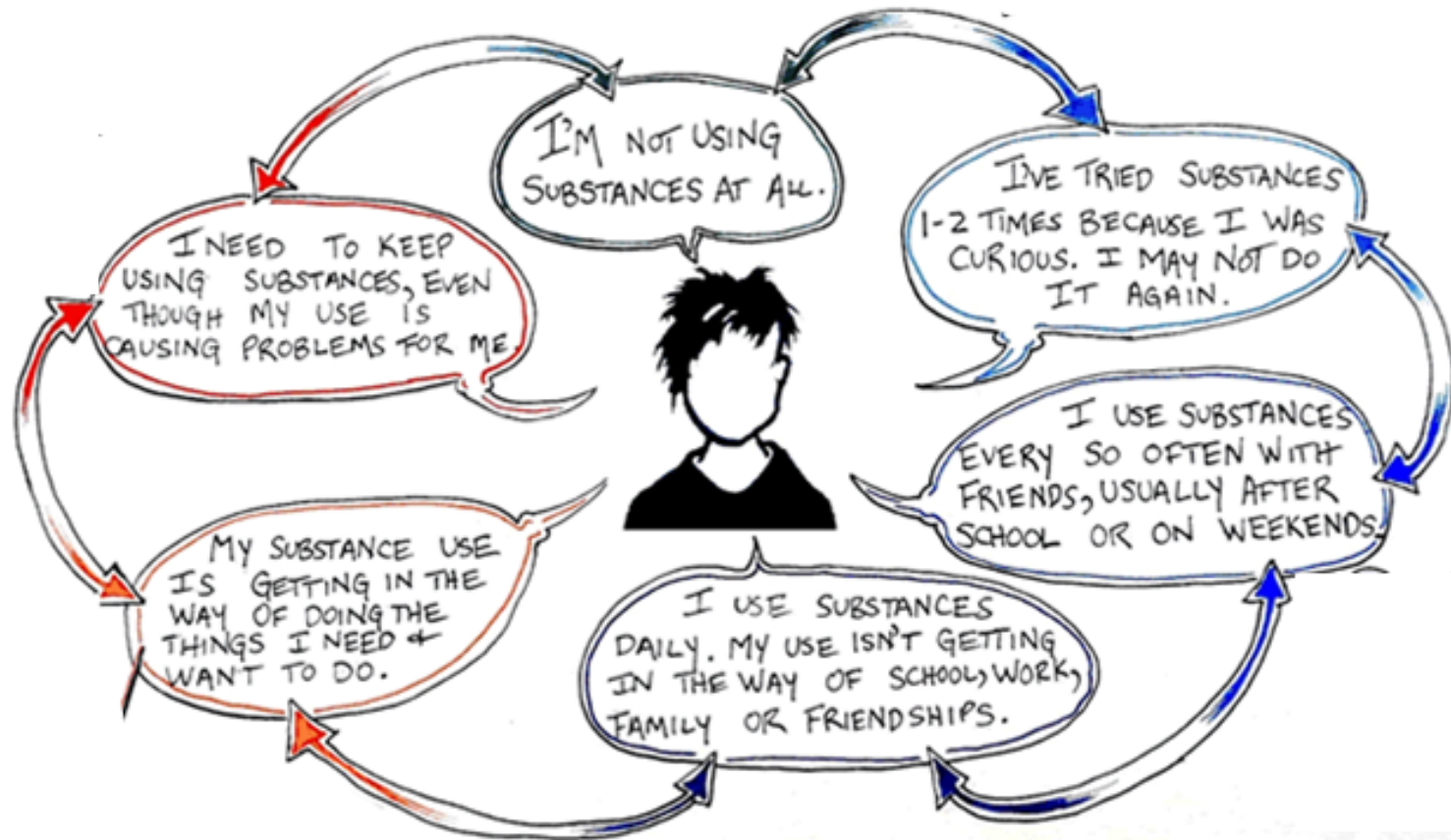
Low self-esteem

Coping with stress

Manage sleep

Medicinal use

Who are 'people who use drugs'?



Overdose can occur in any person who uses substances, even those who only use occasionally, socially or for medical reasons

People first language

The person comes first

The person is not labelled as a mental health or substance use disorder



Language to use

Words to use

Person with substance use disorder

Person with alcohol use disorder

Drug misuse, harmful use

Not actively using

Youth with depression*

Mental well-being

Youth without mental health problem or substance use

Words to avoid

Drug Addict

Alcoholic

Drug Abuse

Clean









Depressed* youth/ suffering from depression*

Mental happiness

Normal/typical youth



Importance of Language

Use People-first language		
 Person who uses opioids	vs.	Opioid user OR Addict 
Use language that reflects the medical nature of substance use disorders		
 Person experiencing problems with substance use	vs.	Abuser OR Junkie 
Use language that promotes recovery		
 Person experiencing barriers to accessing services	vs.	Unmotivated OR Non-compliant 
Avoid slang and idioms		
 Positive test results OR Negative test results	vs.	Dirty test results OR Clean test results 

- Stigmatizes people by reinforcing negative stereotypes.
- Discredits people who use drugs and can result in discrimination.
- Isolates and prevents people from accessing treatment and support.

Language Matters

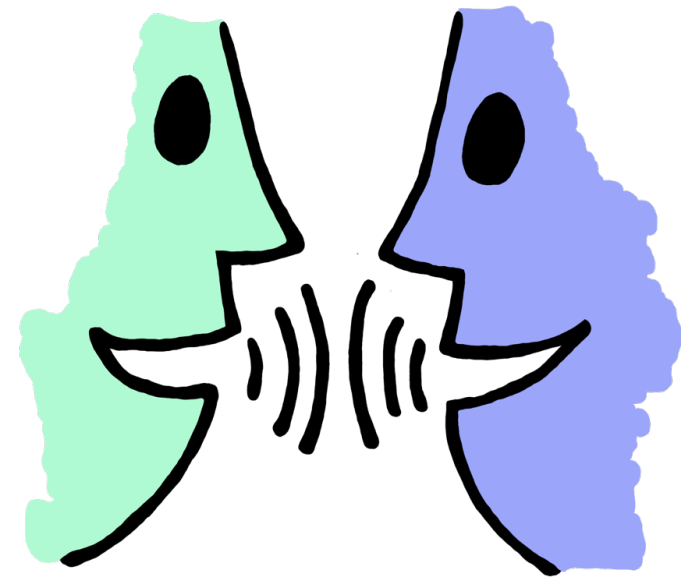
Own your language – understand and know the implications.

Supportive communication means using people-centred/strengths based language.

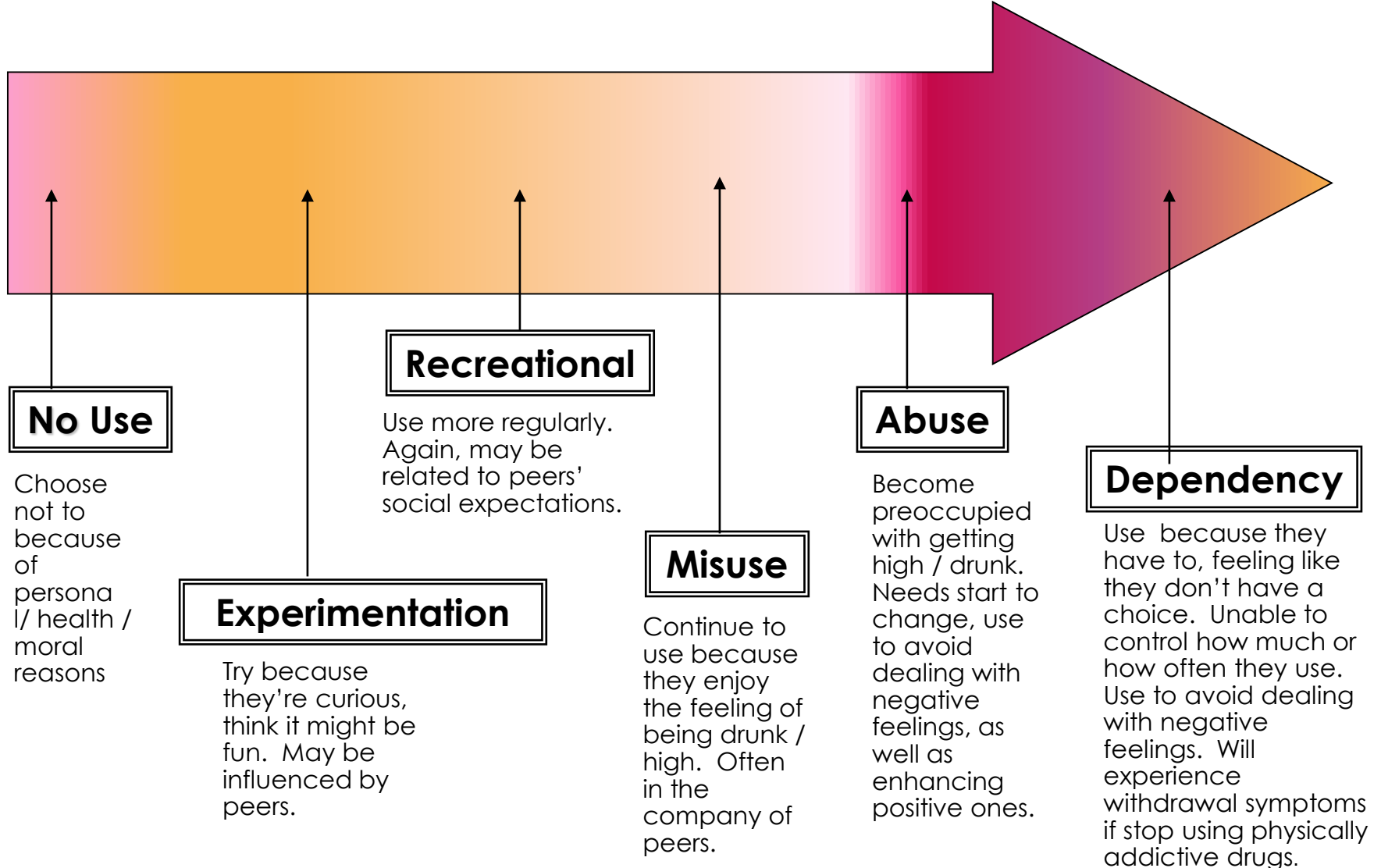
- eg. People who use substances, person experiencing problems with substance use

What keeps people alive and safe:

- Cultural connections
- Community/social/school networks
- Family supports



Continuum of Use



Risk Factors for Substance Use

- Insecure attachment
- Early trauma
- Exposure to extreme stress and uncontrollable life events
- Violence
- Parental substance use
- Mental illness
- Genetic

Signs and Symptoms of Drug Use or Other Problems Among Youth

- Abrupt change in mood or attitude
- Sudden decline in attendance or performance at school
- Sudden resistance to discipline at home or school
- Increased borrowing of money from parents or friends
- Heightened secrecy about actions or possessions

Preventive and Protective Factors

- A caregiver's ability to understand and respond appropriately to a youth's signals is vital to the development of secure attachment
- Parental support and approval
- Stable family structure
- Effective communication and guidance vs authoritarian discipline
- Stigma



How Do We Encourage Resilience?

- Fostering resilience early in a child's life is critical
- Strong positive adult relationships throughout the development of a child's life helps them develop resilience
- As youth are encouraged to work through stressful life situations, by seeking the council and support of trusted adults, they can be guided towards the progression of positive social-emotional development & better life choices
- This can ultimately reduce the risk of substance use

Nine Things All Youth Need

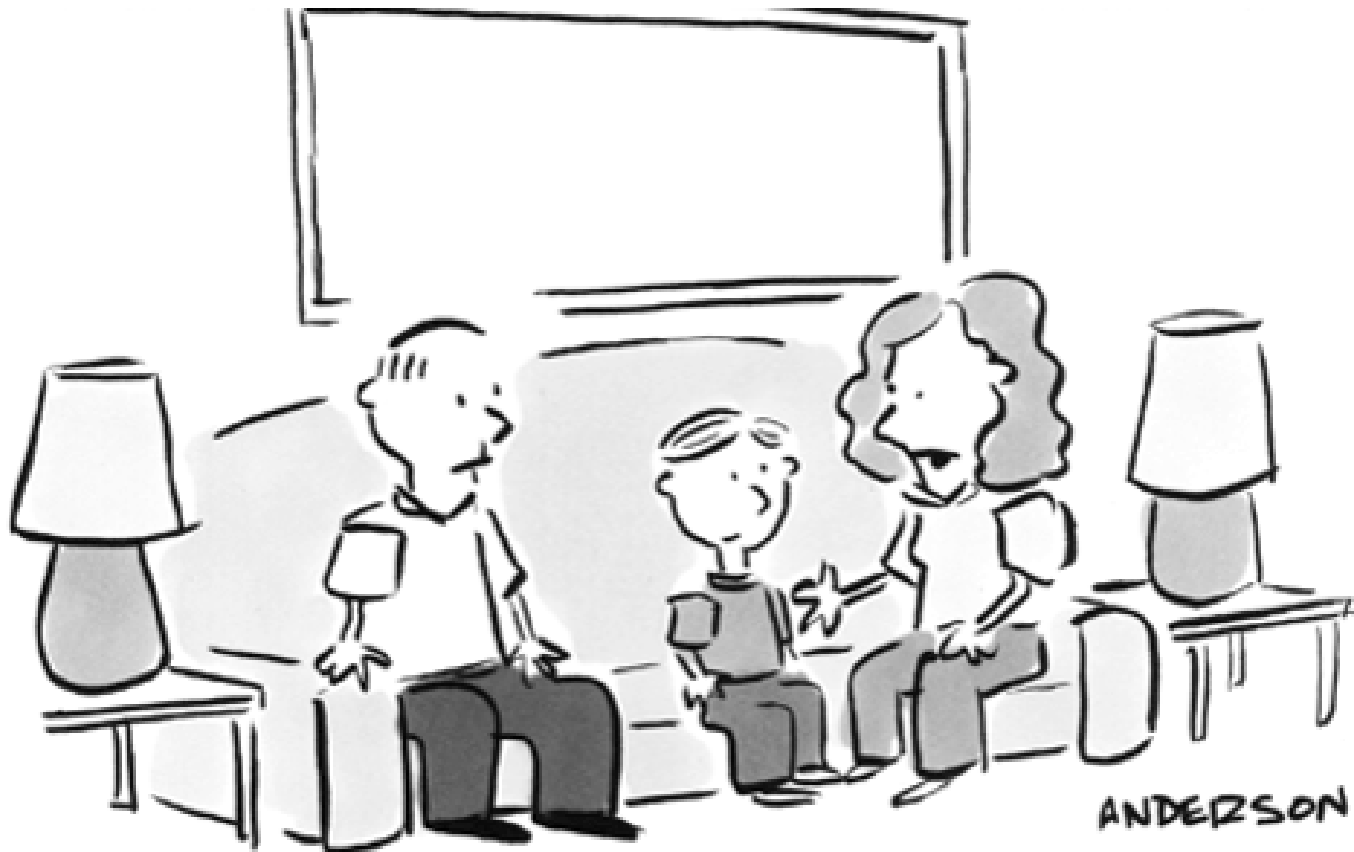
1. Structure
2. Consequences
3. Parent-child connections
4. Lots and lots of strong relationships
5. A powerful identity
6. A sense of control
7. A sense of belonging/spirituality/life purpose
8. Rights and responsibilities
9. Safety and support

Three Core Protective Factors that Support Resiliency

1. Connectedness (belonging, being seen)
2. Opportunities for participation and contribution (meaningful involvement)
3. Self-expectations/personal standards that develop through connecting and participating in relationships with others

Effective Prevention= Caring Relationships

How do I talk to my youth about drug use?



"Your father and I want you to know that you can talk to us about anything."

How do I talk to my youth about drug use?

- Parents often put a lot of pressure on themselves to 'get it right,' which can turn conversations into lectures.
- How young people respond to these talks has little to do with the content of what you're saying and everything to do with the existing and developing quality of your relationship (trust, respect, understanding, love) with your child.

Tips on how to start the conversation

Be open, loving and involved

- Respect that youth are experts in their own culture, so invite your child to teach you about their world. Make talking and having conversations about a variety of subjects with your kids a regular part of your day.
- Praising positive behaviour, showing respect and demonstrating genuine interest in your kids' lives on an ongoing basis will help make you more approachable to them when they are running into difficulties and need someone to talk to about their problems.
- Finding time to do things you enjoy together as a family helps everyone stay connected and maintain open communication.

Tips on how to start the conversation



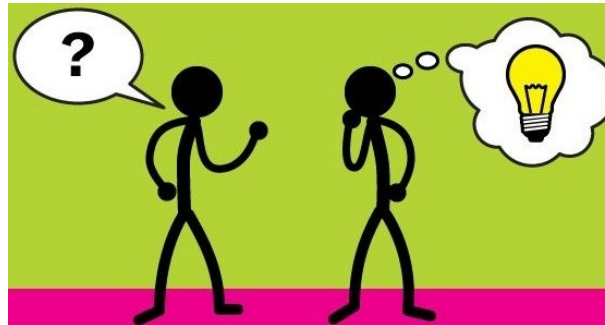
Use the news

- You can use an external reference like social media, a newspaper article or TV show about drugs to start a conversation with your teenage child. Ask about what concerns, worries or questions that they have about 'what is happening'.

Tips on how to start the conversation

Ask questions, then listen

- The best way to talk to your kid about drug use is to listen to them. Ask your child to teach you more about drugs by inviting them to tell you what they're hearing, seeing or have learned.
- Ask your kids about the kinds of concerns and cautions kids are sharing with other kids about drugs and safety; about what steps have kids been taking to keep each other safe.
- Ask about what is it like for them for you to be talking about this.



Tips on how to start the conversation

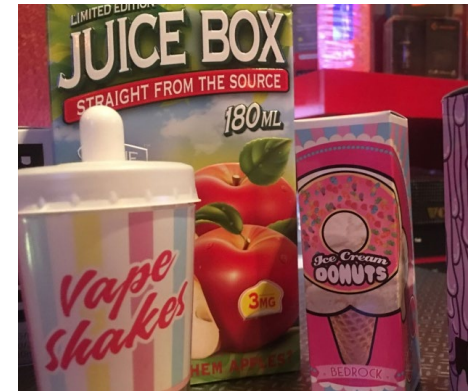
Speak from your heart

- Focus on your heartfelt concerns for their safety and a deep regard for their wellness (in contrast to right/wrong, good/bad, obey/punish).
- Emphasize your deep caring, commitment to understand and be meaningfully present in their life in contrast to 'setting them straight



Vaping and Cannabis





TANKS



Components of a vape

LED Light:

Indicates when charged, when in use, and when needs recharging.

Button:

Push to vaporise eliquid and activate on/off function.

Lithium Ion Battery -

larger batteries last up to three days.

Microchip: Stops overcharge, switches battery off when empty

Atomiser

Wick:
Soaks eliquid prior to vaporising

Clearomiser:
Contains eliquid.



WHAT'S IN E-LIQUID?

1. Vegetable Glycerin

Vegetable Glycerol (of glycerin, glycerine) is a clear, odorless liquid produced from plant oils, typically palm oil, soy, or coconut oil. Palm and coconut oils are natural triglyceride mixtures; each triglyceride is composed of three fatty acids esterified with glycerin. Vegetable glycerin has a number of valuable applications that include cosmetic products, foods, and as a replacement for alcohol in herbal and botanical tinctures.

3. Natural / Artificial Flavoring

All flavors meet FDA Generally Recognized as Safe standards. Natural flavors contain absolutely no artificial ingredients, additives, colors, or sweeteners. No natural sweeteners such as stevia. All chemicals used in artificial flavoring are FDA approved and tested. In many ways artificial flavors are considered safer to ingest or inhale, as each chemical used has been extensively tried and tested.

2. Propylene Glycol

Propylene Glycol is the primary ingredient in the majority of E-Liquids and E-Cigarette cartridges on the market today. Most E-Liquid contains at least 80% and as much as 92% propylene glycol. Propylene Glycol is approved by the FDA for use in various forms. These include items injected, applied topically, and inhaled. Products with Propylene Glycol can be found in various common items around your house.

4. Nicotine (Optional)

Nicotine is a naturally occurring liquid alkaloid. An alkaloid is an organic compound made out of carbon, hydrogen, nitrogen and sometimes oxygen. Both caffeine and nicotine are classified as secondary stimulants because they affect the sympathetic nervous system more than the central nervous system.

Dangers of vaping

- On the market since 2007
 - Market as being a safer option than cigarettes
 - **Not enough long-term research**
- When heated, E-Juice ingredients change form and create toxins
- Batteries inside the e-devices have exploded on occasion.

What is Cannabis

- Produced from a plant
- Over 400 chemicals (cannabinoid)
 - **THC**: affects the brain and produces the high
 - **CBD**: being studied for medical purposes

How is it used

- **Inhaled:** Rolled into a joint (cigarette) or blunt (cigar) and smoked; through a bong (water pipe); or in a vaporizer (vape). *Effects are immediate and last for hours.*
- **Edible:** Usually added to cookies, muffins, lollipops, gummy candy and brownies (aka edibles). Cannabis tea is also an edible. *Effects are delayed by hours and can last up to 12 hours. This can result in teens eating too much and overdosing or experiencing adverse effects.*



Side Effects of Cannabis Use

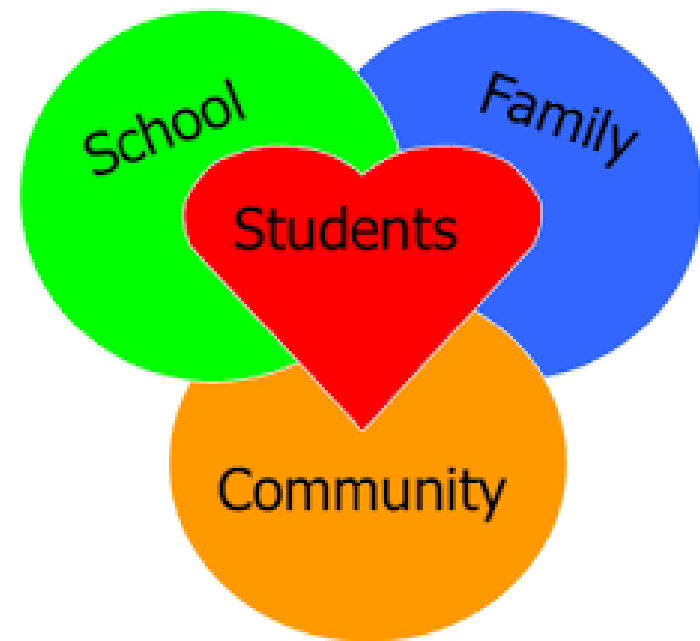
Short-term effects:	Long-term effects:
<ul style="list-style-type: none">• feeling relaxed, happy, high• more sociable• heightened & distorted perceptions• decreased motor coordination• impaired judgement & problem solving• impaired memory & learning capability• increased heart rate & body tremors• anxiety or panic*• psychotic symptoms*• nausea & vomiting* <p>*tend to occur with exposure to high doses or overdose.</p> <p><i>Note: Using cannabis together with other drugs/alcohol can increase negative effects.</i></p>	<ul style="list-style-type: none">• impaired cognitive function (attention, memory & problem solving)• lack of motivation• school drop-out/poor academic achievement• chronic bronchitis• increased risk for Anxiety Disorders, Mood Disorders, Psychotic Disorders & Cannabis Use Disorder (addiction) <p>Negative long-term effects are more common when use begins before age 16, and when cannabis use is daily.</p> <p>The greater the dose & duration of cannabis use, the greater the negative impacts. Stopping regular & heavy cannabis use may not fully restore cognitive impairments.</p>

Cannabis and Youth

- Brain developing, can damage developing brain
- Psychosis
- Poor school performance
- Illegal for anyone under the age of 19

What We Are Doing in the Schools

- Community approach
- Implementing Social Emotional Learning & mental health and well-being in classroom teachings
- Counselling available
- Substance Use Prevention and Health Promotion Worker



New Re-Designed Curriculum

- Promoting SEL & mental wellness in B.C. schools & communities
- Emphasis on personalized learning
- Incorporating Aboriginal perspectives & knowledge
- Personal & Social competency:
 - Positive personal & cultural identity
 - Personal awareness & responsibility
 - Social responsibility

Questions

