

DISCUSSION / VIEWER GUIDE



MARIJUANA HAS CHANGED

“New Marijuana” is a documentary and series of short videos to help youth, parents and educators understand the various changes marijuana has undergone over the last several decades. The program includes information regarding **medical marijuana**, the **effect of cannabis on teenage brains** and **DUI and marijuana**. Because of recent debate and changes in the drugs usage and legality (medical and recreational), the **perception of marijuana** and its safety has changed dramatically. This project includes information about the most recent research involving cannabis.

Underwriters for the project include: The City of Albuquerque, Bernalillo County/Department of Substance Abuse Programs, State Farm Insurance, Cooperative Educational Services, NM Department of Transportation, NM Coalition of Educational Leaders, NM School Boards Association, NM Pediatric Society
And SafeTeen New Mexico

Thank you for your interest in the **NEW MARIJUANA** Discussion/Viewing Guide. We are excited to present this program to ignite discussion among youth, parents and teachers. We want to empower and support young people to discover how to make healthy decisions in a variety of situations. We also want parents, educators and youth to fully understand how cannabis can affect brain development and growth and ways that youth, parents and communities can help deter underage recreational use.

Enclosed are some ideas for discussion and activities for students and adults. Feel free to alter any of these suggestions for a better fit with your particular group. This is intended as a guide and starting point.

You may find it helpful to visit our website:

www.ChristopherProductions.org

for further information on this and other issues of concern for young people including dangers of illegal use of prescription drugs, mental health issues, alcohol and drug issues, date violence, bullying and distracted driving.

RESPONSE REQUESTED:

We supply these materials to you free of charge, in the hope that they support your efforts in reaching students with enlivened discussions about difficult situations and adolescent curiosity, insecurity and empowerment.

We ask in return that you let us know how you are using these materials so we can track the number of participants and the lives affected. A response page can be found at the end of this guide.

On behalf of Christopher Productions we want to thank you for working with young people and helping youth make healthy decisions.

Sincerely,

Chris Schueler
President
Christopher Productions, LLC

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PROJECT OVERVIEW

“New Marijuana” is a comprehensive campaign to help youth, parents and educators understand the various changes marijuana has undergone over the last several decades, how it can affect adolescent brains, the issues around medical marijuana and cannabis use and driving. Because of recent changes in the drugs usage and legality (medical and recreational), the perception of marijuana has also changed dramatically for youth. This program includes information about the reality of the drug and how it works in our bodies and on developing adolescent brains. It includes how marijuana affects reaction time, specifically while driving, and memory and concentration with school performance. Our goal is to reach parents and teens to emphasize healthy choices.

The project has involved teens extensively in the production process. As youth helped to create the program and the social marketing aspects of the campaign, they have learned for themselves the various issues around this new marijuana.

The project is centered on the creation of a 35 minute documentary as well as a series of short video projects and other marketing tools. In addition to information and research around cannabis and our bodies, we have included some of the history of cannabis in the United States as well as a tour of a manufacturing plant in Colorado. We hope this will help communities understand this issue and discover ways to discuss the use of cannabis in a thoughtful and helpful manner.

A years worth of research went into selecting the information in the program including “think tanks” with experts in all areas related to cannabis. We encourage you to research this issue on your own for further and more updated information. Please be aware that information regarding cannabis is varied and sometimes extremely political in nature and thus, we hope you will verify whatever information you discover.

This show is meant to be a catalyst for discussion. The purpose is to encourage discourse so young people can discover, for themselves, how cannabis can affect their lives and future. Young people should be encouraged to actively participate in exchanging ideas and researching related topics of interest.

GENERAL INFO

MARIJUANA HAS CHANGED.

There are many new versions and ways to “use” marijuana that have emerged in the past several years. The “edibles” can take the form of any common food product including breads or baked goods, gummy bears or other candy, spreadable butters and even cannabis wine. Other ways to ingest cannabis include vaping or “dabbing” and involve the use of marijuana wax, oil or concentrates. When extracted from green leafy marijuana, the resins used in this way look like wax, butter, oil or amber colored glass shards and can increase the THC content four fold or more.

In addition to understanding all the various forms that the New Marijuana can take, the project seeks to explain how each is ingested and the differences in the time it takes to affect someone as well as how long that can last depending on the method of ingestion.

We have been extremely careful in our presentation to not shame or use fear tactics but to explain as clearly as possible the information in a forthright manner.

Please read the script and watch the program prior to sharing it with students. This will make discussion with your students easier and more effective.

THE SCRIPT IS AVAILABLE THROUGH
www.ChristopherProductions.org

Please download, read and have available prior to viewing program.

This guide includes discussion and activity ideas for involving students at various levels of development. **Further information and a complete list of additional resources are included at the end of this guide.** We hope this is just the beginning, and that together we can make an important difference in our communities and in the lives of our children.

V I E W I N G S U G G E S T I O N S

- **Provide additional information and instruction.**

The information and stories in “NEW MARIJUANA” are presented in a style that serves as a catalyst for thoughtful discussion. It is assumed by the creators of the program that more in-depth information and instruction will be provided by the group leader or teacher. Some of this information can be found in the resource section of this guide.

- **Discuss the content before watching the show.**

Many young people today are exposed regularly to situations in which they must make difficult decisions about their own behavior. Most likely, they’re struggling to balance personal beliefs and social pressures in order to make good decisions. Briefly discuss the content before watching the show in order to make the discussion after the show more effective. Discuss the difference between a documentary (real people) and a fictional movie (created script) and how this is the former, not the latter.

- **Set ground rules prior to viewing.**

Teachers or group leaders need to be prepared to offset disruptions in order to guarantee respect for those students wanting to see the show. Talk to students ahead of time and agree on appropriate behavior during the viewing. This should include **no talking or asking questions** until the show is concluded. You should also supply or **have available paper and pens or pencils** so that students can **jot down ideas and questions during the viewing for later discussion.**

- **Use “Discussion and Activities” for your grade level.**

There are many ways to encourage open discussion. Since the need for facilitation and supervision will vary among ages, more age-specific suggestions are given on the following pages.

P R I O R T O V I E W I N G

Instructors: Please keep in mind that this guide contains discussion questions that may be sensitive in nature and may cause uncomfortable feelings and emotions to surface for some students due to personal experience or other reasons.

Have resource information readily accessible to students and discuss only those questions that you feel comfortable handling.

PRIOR TO SHOWING THE DOCUMENTARY:

1. Be certain to preview the video and read through this guide.
2. Gather and have available print resources (reference resources list at the end of this guide).
3. Download and read the script of the video.
4. Determine how much time you will have and what the discussion goal will be.
5. If you can, ask a trained expert to assist with the discussion (perhaps your school counselor).
6. Use clear guidelines. Avoid general, unstructured discussion.
7. Allow enough time to discuss the topics after the viewing.
8. Discuss only those questions that you feel comfortable handling

Go over the following with your group **prior to viewing**:

1. Explain that this is about making healthy decisions.
2. Be certain all cell phones and pagers are turned off.
3. Be sure everyone has pen and paper and encourage them to jot down notes, ideas, and questions. (perhaps review questions you'll be asking after the show – see "Discussion" Section.)
4. Explain the program is 35 minutes long and then a discussion about the program will follow.
5. Explain that the video was created with the help of teenagers and that all the **interviews and scenes are real**. You might explain the difference between a documentary (real stories and people) and a fictional film (written and "acted").
6. Tell your group that if they feel uncomfortable at any point they may choose not to watch (be sure to arrange for a place where they can go in advance).
7. Explain that the program is serious and to respect everyone's personal feelings.

AFTER VIEWING

Because it is important to protect everyone during the discussion, ask the group **not to use any names**, and set ground rules that include not using anyone's name but REFERRING TO THE PEOPLE IN THE VIDEO each time. This will allow a more open discussion for everyone.

- 1. Give everyone a few moments to jot down ideas and questions they may have about the information in the documentary.**
- 2. Explain that this is not a tattletale session and it's not about telling on others.**
- 3. Say that this will be a discussion about the facts and dangers that are associated with cannabis use and abuse.**
- 4. Follow some of the ideas for discussion in this guide or other information you may have already gathered as group leader.**
- 5. Be sure to leave enough time for adequate discussion. If time is short after the viewing (30 minutes or less), you may want to take just one of the discussion topics and leave the rest for later.**

DISCUSSION

Middle School Students

It is important that young people are provided with tools to make smart decisions on their own. All discussions should be conducted with this in mind. Young people will make better decisions if they understand that their actions will have consequences.

Discuss what the experts in the video thought about 1) medical use of cannabis, 2) adolescent use of cannabis and 3) how it can impair driving.

Discuss why some places have decided to legalize cannabis for medical use and some have legalized it for recreational use. Ask why the medical doctor is concerned about people using cannabis medically? Ask why everyone agreed that youth should not use cannabis recreationally?

REVIEW THE SHORT VIDEO “ADOLESCENTS BRAIN DEVELOPMENT”

Discuss what the scientist said about your brain development and how cannabis can change that. Ask what the dangers are regarding mental health and use of this drug? According to the scientist, does it have an effect on our memory (yes) on our concentration (yes)?

REVIEW SHORT VIDEO “ADOLESCENTS” Discuss how the media and social media portrays marijuana use and why that may affect our decisions.

ACTIVITIES

Middle School Students

- Have the students write about some things that happen to your brain if you use marijuana before you are an adult:
 - Impaired: Concentration, Memory, Decision Making
- Have the students do posters about the brain and cannabis.
- Have the students write about ways to help:
 - Having fun without marijuana
 - Ways to say no to marijuana in different situations.

DISCUSSION

High School Students

It is important that young people are provided with tools to make smart decisions on their own. All discussions should be conducted with this in mind. Young people will make better decisions if they understand that their actions will have consequences.

Initiate a discussion and then let the students direct its course. This will allow them to reach their own conclusions. However, ground rules will need to be set regarding respecting each other's opinions. Also, don't allow discussion about their friends or people they know but have everyone just refer to the people in the video. It is extremely important **not** to allow personal stories.

- Discuss what role marijuana plays in young people's lives today? Were the students in the program accurate when they said that almost all parties have marijuana and that social media glorifies it's use? How does that affect whether or not teenagers use cannabis and should it?
- Discuss cannabis and your brain. Discuss brain development (pre-frontal cortex is the last to develop and not until the mid to late 20's) and ANY drug ingested can affect that growth.
- Ask the students the following:
 - According to the show, what can happen if you use cannabis when you are young? VIDEO "ADOLESCENT BRAIN DEVELOPMENT"
 - According to the show, what happens to your driving when you smoke or eat cannabis? How does that affect your abilities vs. alcohol use? VIDEO "DUI"
 - How long does it take the marijuana to get in to your system if you smoke it vs eating it? How long do those affects last in each case?
 - What are some of the dangers of using cannabis regularly?
 - What are some ways you might turn down an offer to use marijuana? Would they work for you and your friends?
 - What are some ways for you to discuss marijuana use dangers with your parents? With your friends?

A C T I V I T I E S

High School Students

ROLE PLAY:

Set up a scene with a teen at a friends party and everyone is trying to get him/her to do some edibles. Eventually he/she gives in and tries it.

AFTER THE FIRST TIME (he/she finally gives in) DISCUSS:

- What were the keys that made this person give in and try it?
- What were the critical moments that he/she could have used to get out of the situation?
- What are three or four ways to get out of the situation and how to actually use these?

AFTER THE SECOND TIME (he/she uses some of the ways discussed to refuse and sticks to it) DISCUSS:

- What were the keys to getting out of the situation?
- When and why did the friends give up trying to get him/her to use? (discuss thinking through these ideas **ahead of the party** and why you should respond strongly to the pressure right away).

CREATE:

Make a list of ways to get out of using marijuana at parties.

Create a personal list of reasons you wouldn't want to use cannabis.

Create a media campaign about the dangers of use for your school.

DISCUSSION

PARENTS

Initiate a discussion and then let the parents direct its course. As with all discussion, ground rules will need to be set regarding respecting each other's opinions. As with the students say up front that you DO NOT want personal stories or names during the discussion and to REFER TO PEOPLE IN THE VIDEO.

DISCUSS:

How information about marijuana has changed from 5 or 10 or 20 years ago until now.

Why some states are now legalizing it and the differences between medical and recreational use.

The brain research from the program, the effect of cannabis on the prefrontal cortex and how that has life long effects.

How media and especially social media has changed since the parents were teens and affected kids perceptions.

REVIEW THE PARENTS SHORT VIDEO

DISCUSS:

How would you discuss your own use with your children?

How cannabis THC levels have changed in the last decade.

Why it's difficult to have conversations about these things with your kids.

- Ask parents the following:
 - Do you think parents need to set specific ground rules for kids?
 - How can you initiate a discussion with your children about this?
 - What did you learn from the video regarding how quickly or slowly various forms react in the body?
 - What did you learn regarding how long the affects last?
 - What is the difference between drunk driving and cannabis impaired driving?

A C T I V I T I E S

PARENTS

- Pick a date and time to talk with your children about this program or a time to watch it with them. Use the Facts section of this guide to discuss marijuana and its dangers.
- Meet with school officials and discuss showing the video in health classes or for a school assembly.
- Create an event for youth in your school that could replace dangerous parties and reinforce fun and safe activities.
- If it's possible in your community, go on a parent's field trip with other parents to visit a local dispensary. Discuss afterward all the different forms the cannabis takes and what surprised you about the products.

ROLE PLAY:

Set up a scene with parents playing themselves and other parents playing youth at a dinner table (or riding in a car) discussing marijuana.

THE FIRST TIME

- Emphasize how to begin the conversation...perhaps referring to a movie or newspaper article they've seen?
- Midway through, have the "youth" ask about the parent's prior use?

THE SECOND TIME switch roles with the other parents playing the "youth":

DISCUSS:

How difficult the conversations were and how they might have improved them.

Other ideas and locations for starting the conversation and why and then try it again.

F A C T S t o D I S C U S S

More than 114 million Americans over the age of 12 have tried marijuana at some time in their lives – a fact not lost on their children and grandchildren.

Marsha Rosenbaum, PhD.

Overall, nationally, marijuana use by high school seniors is down since 1979 but is up since 1991:

1979 - 50% 12th graders used marijuana

1991 – 22% 12th graders used marijuana

2015 – 35% 12th graders used marijuana

Monitoring the Future Study, University of Michigan

Perceived risk of use by high school students is:

1979 - 35% 12th graders thought marijuana use was “risky”

1991 – 80% 12th graders thought marijuana use was “risky”

2015 – 35% 12th graders thought marijuana use was “risky”

2015 – 58% 8th graders thought marijuana use was “risky”

Monitoring the Future Study, University of Michigan

Marijuana wax, oil or concentrates can raise the THC content from the standard street level 15% to 65-85% THC.

Campus Safety Magazine, January 2015

Nearly six million Americans - or 2.5 percent of adults in the U.S. - suffer from “marijuana use disorder”.... To be diagnosed with the disorder, individuals must meet at least two of 11 symptoms that assess craving, withdrawal, lack of control, and negative effects on personal and professional responsibilities.

National Institute of Health 2016

Over the past 12 years, the number of Americans who say they use marijuana on a daily basis has jumped from 3.9 to 8.4 million.

Lancet Psychiatry 2015

Q U E S T I O N S t o A S K

START BY SAYING: “I need your help on this. See what you come up with.”

- Is this video a fair representation of marijuana?
- Are the people who made this video or the people who are concerned about this issue making much ado about nothing?
- Is this issue as important as the video alludes to?
- Is marijuana use really a problem in our (school, community, state)?
- Whose problem is it?
- Is it a teenage problem?
- Is it a parent problem?
- Is it a legal problem?
- Does marijuana use affect us and if so how and why?
- Is it possible for youth to make healthy decisions about this? How?
- What role do parents play in helping kids in these situations?
- How does knowing the brain risks of use help us help others?
- Can you refuse marijuana at a teenage party effectively/realistically?
- Is it really possible to talk to friends about marijuana and the risks?

CONTINUE TO ASK “why?” and “why not?” and “can you explain that?” after each answer.

If a class can establish that marijuana is a problem, ask:

- Is it a problem that needs to be solved?
- Can it be solved?
- Who can solve it?
- How can it be solved?

RESOURCES

The Partnership at Drugfree.org	www.drugfree.org
The National Institute on Drug Abuse	www.drugabuse.gov
Learn About Marijuana Univ. of Washington	www.learnaboutmarijuana.org
National Institute of Mental Health	www.nimh.nih.gov/
Parenting Skills Website	www.parentingteens.about.com
Life Skills Training, Institute for Prevention Research	www.lifeskillstraining.com
Parenting Adolescents Wisely, Ohio University	www.familyworksinc.com
SMART Moves Program, Boys & Girls Clubs of America	www.bgca.org
National Organizations for Youth Safety	www.noys.com
Center on Alcohol Marketing and Youth	www.camy.org
Teen Site for Alcohol Information and Safety	www.thecoolspot.gov
Christopher Productions Social Issues Information	www.ChristopherProductions.org

ARTICLES

Marijuana and the Developing Brain, American Psychological Association	http://www.apa.org/monitor/2015/11/marijuana-brain.aspx
Marijuana and Teens, American Academy of Child and Adolescent Psychiatry	http://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF-Guide/Marijuana-and-Teens-106.aspx
How Safe is Recreational Marijuana? Scientific American	http://www.scientificamerican.com/article/how-safe-recreational-marijuana/
This is Your Brain on Drugs, The New York Times	http://www.nytimes.com/2014/11/02/education/edlife/this-is-your-brain-on-drugs-marijuana-adults-teens.html?_r=0



christopher productions
Television to Touch the Heart
NEW MARIJUANA

Order Form Please allow 3-4 weeks for delivery.

PLEASE PRINT CLEARLY OR TYPE

Name: _____

Address: _____

Phone: _____

E-mail: _____

Documentary 35 minutes, Shortened Version, Educational Segments

Number of DVD's X \$25 _____

PLEASE NOTE: YOU CAN ORDER AND DOWNLOAD THIS VIDEO FOR \$5 ON LINE AT www.NewMarijuana.info

TOTAL COST: _____

Note: To Keep Costs Down WE DO NOT ACCEPT PO'S or CREDIT CARDS
Your payment includes shipping costs (call 505-843-7231 for expedited service fees).
Send this form along with a **check or money order** for the total cost, to:

Christopher Productions, LLC
12301 Oakland Ave. NE
Albuquerque, New Mexico 87122

NEW MARIJUANA:

RESPONSE FORM:

Please take a moment to fill out the information below and then EMAIL to us as a word doc: Chris@ChristopherProductions.org

Thanks for letting us know how you're using the materials.

Name:

Organization:

Address:

Email:

Phone:

Which materials were used (documentary, curriculum):

Date(s) materials used:

Group(s) using materials (i.e. Class, Club, Group – what kind?)

Number of people using the materials:

Youth:

Adults:

Other comments about the materials and your discussion: