

# Smoke, Eat, Vape, Drink: What's the Difference?

*Activity*

**Resource:** Ideas for Action

**Grade(s):** 1 2 3 4 5 6 7 8 9 10 11 12

## What Is it All About?

Students examine the different methods of consuming cannabis with the goal of understanding the effects on their body and brain.

## Why Do It?

Learning about how different methods of consuming cannabis affects a person's health can help students make safer and healthier choices about substances.

## How Do We Do It?

Assemble a variety of resources that have information about the effects of cannabis when smoked, eaten, vaped or by drinking it. You can find lots of information about cannabis on Ophea's [Cannabis Education Resource Database](#).

Students work in small groups of 4–5 to select the resources they would like to read and/ or view together to learn about how the body and brain is affected when cannabis is ingested in each of four ways: smoking, eating, vaping, and drinking.

Have students record their information on chart paper to post in the space to share with their classmates.

Give each group some sticky notes. Using the information on the charts, have each group create 4–5 questions about smoking, eating my, vaping, or drinking cannabis that will be used to test each other’s knowledge. Have them put the question on the front of the sticky note and the answer on the back. This is important for the game of-*Get Your Facts Tag*-to follow.

Collect the sticky notes containing the questions.

Move to an active space such as the gym or field for a game of-*Get Your Facts Tag*.

Get Your Facts Tag rules:

- The person who is “it” has all the sticky notes.
- “It” tags players by placing a sticky note on their back. When a player is tagged, they must freeze.
- The player becomes unfrozen when another player attempts to answer the question posted on their back. This helpful player cannot be tagged when attempting to answer the question.
- The frozen player can help answer the question.
- Once a question is answered correctly and the tagged person is freed, the question is out of play.
- A game ends when all players are frozen or when all questions have been answered and are out of play.

## Ideas for Use in a Variety of Settings

Use available technology to post resources to a shared folder. Set up breakout rooms and shared documents for participants to work in small groups to read, view, and record information about their selected resources.

Have small groups post their information in a shared folder for all participants to view, then use an online interactive tool for participants to generate questions and answers about the different ways to consume cannabis based on the information on the small groups’ charts.

Use a game-based learning platform and participant-generated questions and answers to create an online interactive quiz challenge. Have participants work alone or in their small groups to complete the quiz challenge.

In a face-to-face setting substitute tag for a game of Rock, Paper, Scissors in which participants play against each other. The winner gets the chance to “earn” their opponent's question by correctly answering the question. If they answer the question correctly, they score a point. If they do not answer correctly each participant finds another opponent to challenge. The winner is the participant who has the most points at the end of the game.

## What Else Do We Need?

- Cannabis resources
- Chart paper and markers
- Sticky notes
- Participant generated cannabis questions and answers
- A large space for the tag game

## How Do We Get Creative?

Play-*Get Your Facts Tag*-more than once with a different tagger, and keep a tally of all questions answered correctly. Have the group try to answer more questions correctly in each successive game.

Introduce-*Get Your Facts Tag*-to the whole school as a lunch time activity. Post the charts in the activity space and give players 10 minutes to skim and scan the charts while warming up. Then start the game.