

RELATED FOUNDATIONS:

- Home, School & Community Partnerships
- Social & Physical Environments
- Student Engagement

RESOURCES:

- [Ophea RAN Chart](#)
- [Parent/Caregiver Resources](#)
- [Three Boxes Discussed Voiceover Presentation](#)

Three Boxes Discussed (Racing Against Drugs)

ACTIVITY GOAL: If attending in-person RAD event, follow steps 1 – 4. If your class is not going to be attending an in-person RAD event, see steps 4 – 5.

ACTIVITY INSTRUCTIONS:

1. Access this chart from [Ophea](#) or simply create your own.

What I think I know	Wonderings	Confirmed	Misconceptions	New information

2. Prior to attending RAD, have students complete the “What I Think I Know” section on the RAN chart about alcohol, cannabis, tobacco, cigarettes, e-cigarettes/vaping and addictions.
3. Post RAD, have the students complete the rest of the chart. The RAN chart can be completed individually, in groups or as a class. Consider sending home a copy of the completed RAN chart for students to share with their parent(s) or guardian(s).
4. Consider sending home [Parent/Caregiver Resources](#). This will help parents/guardians feel more equipped to support their child and encourage open dialogue regarding substance use.
5. Use the [Three Boxes Discussed Voiceover Presentation](#) and complete the RAN Chart as included during the presentation

Curriculum Connections

- Grade 5: D2.3 Refusal skills – alcohol use and other behaviours; D3.3 decision to drink alcohol, use cannabis; influences

