

*Teen Marijuana Check-Up  
Recruitment*

## 2.1 Overview

This chapter contains information about recruitment tactics and procedures. There are three different types of recruitment efforts: classroom presentations, mini presentations, lunchtime information tables.

## 2.2 Classroom Presentations: Preparation and Introduction

### Preparation

- The day before the presentation
  - Check the calendar to confirm details: length, room, period, teacher's name and email confirmation to the teacher
  - Have a Flash Drive of the Powerpoint.
  - Pack up brochures
  - Have evaluation sheets for students
- Staff Needed:
  - 1 presenter (though can be done by 2)
- Presentation Equipment Needed in Classroom:
  - Powerpoint set-up

### Presentation Supplies to Bring:

- Flash Drive
- Clicker for Powerpoint
- Post Presentation Surveys
- TMCU brochures
- Candy (optional but a good way to encourage participation)

### Before You Begin The Presentation:

- Arrive early enough so that you're ready to step into the class as soon as the bell rings for the previous period to end. Time is short (usually 5 minutes) between periods and you'll need the time to set up.
- Introduce yourself to the teacher and discuss the following points:
  - Thank the teacher for making the time in their teaching schedule for us to present.
  - Confirm how long the period is and how much time you'll be able to present.
  - If the teacher wants to make announcements, make sure you allow adequate time for this, whenever the teacher wants it.
  - Make sure you know how to use the equipment that is available.
- Talk with the students:
  - Be your friendly, approachable, and interested self!
  - It's fine to begin explaining the project, if they ask. Ask about their thoughts and ideas.

## Introduction (for Full and Mini) (1-2 minutes)

- Say the following:
  - *The topic of our conversation today is marijuana and the Teen Marijuana Check-Up.*
  - *I am here today for a couple of reasons: one, I want to tell you about a (new) project we are offering here at \_\_\_\_ High School for people who smoke marijuana. This is an opportunity for you if you smoke marijuana. Or if you know someone who does and you think that they'd be interested in the project, you can tell them about it. At the end of the class I will tell you more about the project and how you can participate.*
  - *Secondly, I want to share with you some information about marijuana and how it affects health and behavior.*
  - *I am not for marijuana or against marijuana, I just want to try to bring you up to date about what we know about marijuana and I want to present it to you in an objective and balanced way. I am not here to tell you not to smoke, and I am not here to tell you to smoke.*
  - *So although I am going to be presenting some information that I have learned about marijuana, I want this to be a discussion, too. I want to hear from you about what you think, believe and know about marijuana and how it affects people. I would like this to be an interactive, open discussion and I would like everyone to participate.*
  - *Before we begin our discussion, I'd like to mention that, as we all know, marijuana is illegal federally and is a sensitive topic. People have many opinions and views regarding marijuana and we want to respect all of those views. Everyone is invited to bring your points of view and your information into this discussion. I am not here to propose any particular attitude, and I would like it to be clear that it is ok if we have a wide variety of views expressed here. So if you hear ideas that are different from your own, including if you have different views from mine, please be respectful of the different opinions and feel welcome to bring up what you think.*
  - *I also want to ask that we not share our personal use of marijuana or mention names of friends or people we know that use in our discussion. We ask that you don't say things like "When I tried marijuana..." or "when my best friend Sam smoked, he..." or "My dad uses and says..." You could say something like "I've heard..." I am not going to ask you whether you use or not, and I am not going to say anything about whether I use or not. Our project is interested in people's personal experiences with pot, but the classroom is a public place without confidentiality and so it's better to stay general here. Our project is 1 to 1 and offers full confidentiality, so it's a much better situation for discussing personal use. I think that we can have a very interesting and open conversation without going into what we have or have not done. Is that ok with you?" (Look around class for nods of agreement, re-ask if students aren't responding)*

## 2.3 Content of the Presentations

For a copy of the classroom presentation, please see Classroom Presentations Powerpoint

## 2.4 Ending the Presentation

- Introduce Evaluation Forms (**Post Presentation Survey**) (How to sign up confidentially)
  - *I mentioned earlier that you would have a chance to learn more about the project privately. This meeting would be a chance to talk briefly about the project, and would not mean that you would have to commit to participating. Here's how that's going to work. I'm going to ask you all to fill out evaluation forms to let us know what you liked and what you didn't like about the presentation. It is anonymous, so you don't need to write your name on it. But, if you smoke pot and you'd like more information about the project and maybe you want to participate, you'll see that there's a space near the bottom of the page where you can print your name. I'm going to ask everyone to fill out a form and, since we want these forms to be private, please fold it in half whether or not you write your name down. If you do write your name down, please also circle the best class periods / days to try to reach you. These would be classes like electives, where you are doing well in the class, and where the teacher is likely to let you out.*
  - *There is also a brochure describing the TMCU and we have business cards. If you decide later that you want to participate in the project, you can call our office, text us, or stop by my office. So, again, the Teen Marijuana Check Up is only for teens who smoke pot. If you think you might want to participate in the Teen Marijuana Check Up, please print your name on the form and we'll call you out of class in a week or 2 to answer your questions and see if you are a good fit for the project. There, you decide if you want to participate. So everyone please fill out the evaluations, write your name if you might want to learn about the project, fold the form in half, and I'll come around to collect the evaluations.*
  - *Thank you for your participation and interest. I really enjoyed hearing your thoughts and feel like we were able to have an interesting and informative discussion.*
- End Presentation
  - Hand out evaluation forms.
  - Walk around class to pick up forms and as collecting forms, hand out information packets. Or collect forms as students leave classroom and either hand out brochures or let them pick it up from a table near the door.
  - Alternatively, it can be helpful to have a container in which kids can drop their forms (a plastic bin, a large envelope...). Once the forms are collected, place them in an envelope or folder so they will be kept together and confidential.

- **At The End Of The Presentation:**
  - Thank everyone (students and teachers) for their time, for their interest and great comments, for help setting up, etc.
  - Make sure the surveys are packed away and aren't lying around.
  - Clean up everything:
    - If the overhead, chairs, tables have been moved, put them back in place
    - If the overhead projector was borrowed from the library or another room, make sure to ask teacher if you should help return it (the library might send someone for it, or the teacher might have a student return it, but check!)
    - Offer to leave TMCU materials for the teacher to display or hand out, but if they aren't wanted take them all
    - If you've used a blank overhead sheet belonging to the teacher, clean it off
    - If teens have littered the room with TMCU brochures or cards, help the teacher pick them up

The next class is likely to flood in when you're doing clean up, so you'll have to move quickly!

## 2.5 Lunchtime Presentations

- Staff Needed:
  - Ideally 2 Presenters
- Presentation Equipment Needed in Lunch Room:
  - A Table

### Presentation Supplies To Bring:

- Poster board with TMCU Info
- Lunchtime quizzes
- Lunchtime answers with contact info
- TMCU brochures
- Candy
- Pencils

### Before You Begin The Presentation:

- Arrive early enough so that you're ready as kids arrive in the cafeteria as it is one of the busiest times

### During The Presentation:

- Engage Students and answer questions as you explain the project
- Have students complete quizzes, reminding them to only sign their names if they are interested in the project
- Be mindful of respecting confidentiality of already enrolled students

## 2.5 Screening Interested Students

- 2.5.1** Go through all of the post presentation surveys and recycle those without names. Create a binder stored in a confidential and locked place for interested students. As time allows, schedule appointments with interested students. Usually three attempts were made to have the student show up and if the student didn't show up, they were considered no longer interested.

## **2.6 Special Issues**

### **How to respond to difficult questions:**

All comments by presenter should be in a positive tone, which acknowledges the point of view of the student, the importance of their comments, reinforces their participation and avoids any feeling of shame.

- Question: “Do you smoke or have you ever smoked pot?”
  - This should have been addressed in the introduction to the presentation. If it is asked nonetheless, it should not be answered directly or become the focus of the discussion.
  - One suggested response is: *“The point of this discussion is to talk openly about marijuana but without any disclosure of personal use on anyone’s part, including my own.”* The presenter should recognize that this question is an attempt to check the presenter’s credibility. The presenter can say: *“It seems like you may be bringing this up because you want to know if I know what I am talking about. I think I know some things about marijuana, but if I say something that does not seem right, raise your hand and point it out to me and we can discuss it.”*
  
- Questions about legalization of marijuana
  - Acknowledge the importance of this issue and refocus the discussion to avoid an extended conversation about this topic.
  - Respond to this by reinforcing their interest: *“This is a fascinating topic and clearly there are many views that are worthy of lengthy discussion. There are people who feel strongly about legalizing marijuana, and there are those who feel strongly that it should stay illegal. So I appreciate you bringing this up and sharing it with us, but I want to get back to discussing the effects of smoking pot...”*
  - Presenter may also recommend, if the class is strongly focused on this topic, that whoever is so inclined can share their view on the evaluation form that will be filled out at the end of the presentation.
  
- Questions about medical use of marijuana
  - Acknowledge this as an interesting and controversial topic without going into a political discussion.
  - Point out that marijuana is used medically to treat certain medical conditions and that some people find it to be effective. *“In fact, in the state of Washington, the majority of people believe that if a doctor and a patient agree to try marijuana as a medical treatment, they should be allowed to do so.”*

- Question: “Why are you really offering this to us?”
  - One possible response is: *“This is a good question and I am glad that you asked it. We are offering an opportunity to explore one’s own marijuana use in a safe, confidential and non-judgmental environment. It’s a chance to take an in-depth look at your use, think about how things are and what you want for yourself moving forward without being pressured to do one thing or another.”*