Occupational Curricula
Based on the Essential Skills

Pathways to Employment in the Cannabis Industry

Created by Durham College
In Partnership
with
Durham Workforce Authority

Funded by Durham Workforce Authority

Policy Statement

Durham College is the premier post-secondary destination for students to succeed in a dynamic and supportive learning environment. Our goal is to provide students with the best possible learning experience. However, Durham College does not promote the recreational or non-medicinal use of cannabis. This curriculum was developed for employment and educational purposes only.

If you or anyone you know is struggling with substance abuse, please consider reaching out to the following resources:

ConnexOntario

Addiction, Mental Health and Problem Gambling Treatment Services

P: 1-866-531-2600

Marijuana Anonymous Line

Learn More about the 12 Step Program for Marijuana Addiction Recovery or Ask Questions/ General inquiries

P: 1-800-766-6779

*****Information in this curriculum package is relevant only to the date of publication.

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Delivery Format

This curriculum package was developed with a 4-5 day time frame for delivery. There are a total of 6 modules to be outlined in this document, including

1. Introduction to Cannabis
2. The Cannabis Industry
3. Fundamental Skills for Employment (Numeracy)
4. Fundamental Skills for Employment (Literacy)
5. Personal Management and Team Work Skills
6. Computer Literacy Skills

In addition to these six modules, there is a Related Certifications and Resources section included.

To deliver the curriculum package within the 4-5 day window, the following schedule is proposed:

Day One: Module 1 and 2
Day Two: Module 3 and 4
Day Three: Module 5 and 6
Day Four and Five: Offer related Certifications and EO Presentations if available (See Page 83 for More Information).

Please note that this timeline is only a suggestion! The material can be delivered in as many days or in as few days as necessary to meet program requirements and the needs of your students. Furthermore, consider inviting individuals working within the industry to come and talk to the students as they will benefit from hearing from those who are actively involved in the cannabis industry. As a result, this suggested timeline can be broken up in order to accommodate the visits from these guest speakers.

For Related Certifications: Facilitators should offer certifications and/or align with your local service providers in order for students to obtain certification in the following: CannSell, WHMIS and Safe Food Handling. More information about accessing these services is provided in the related certifications section. If possible, learners will benefit from resources provided by Employment Ontario regarding interview skills, resume skills etc. Please connect your learners with their local EO office for assistance in job searching and other skill development programs.

Each module contains a series of PowerPoint slides, focus questions and activities, and a short quiz. Answer keys where applicable are provided. Please note that each quiz and/or activity is only used for assessing student understanding and completion of these exercises is entirely OPTIONAL.

A pre and post test has also been created to check understanding and meet learning targets. This test is to be administered prior to the course and again at its completion. This is meant to be a diagnostic and reflection tool for the instructor and students (Appendix A).

Please have your learners complete a student satisfaction survey at the end of the course (Appendix B).

Please administer Learning Milestones for Modules as you see fit.

A template for a Certificate of Achievement has been provided (Appendix C).

Module One: Introduction to Cannabis

Module Description:
Module One provides an introduction to Cannabis, including the differences between cannabis and hemp, identification of cannabis subspecies as well as an introduction to pertinent legislature. Module One includes a variety of in-lecture question prompts, as well as a true/false test and 2 student activities.

Learning Objectives
By the end of this module you will be able to:

1. Identify the difference between cannabis and hemp
2. Identify the types of cannabis
3. Understand the history of legalisation in Canada

SLIDE 1

SLIDE 2

SLIDE 3

SLIDE 4

SLIDE 5

Submodule 1: Cannabis & Hemp

What is Cannabis?

- Member of the Cannabaceae family (includes about 170 species of flowering plants), including:

SLIDE 6

What is Cannabis?

- Cannabis is a member of the Cannabaceae family, which includes (among other things) hops and hemp
- Product derived from cannabis have both medical and non-medical applications
- Domestication of the plant over the centuries has produced significant differences between hemp and what we now refer to as cannabis

SLIDE 7

The Three Subspecies of Cannabis

SLIDE 8

Hemp vs Cannabis

- Hemp is a tall, fibrous plant typically grown outdoors which **produces no psychoactive effects**
- Both hemp and cannabis are cannabis but are distinguished by use, cultivation methods and characteristics
- Cannabis is a shorter, bushier plant usually grown indoors that does well in warm and humid conditions and is frequently cultivated for its psychoactive effects
- By law, hemp must contain no more than 0.3% Tetrahydrocannabinol (THC)

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Thousands of Uses for Help

Cannabis is a billion-dollar industry; hemp is being referred to as a trillion-dollar industry

Source: https://canadahempfoods.com/

SLIDE 10

Thousands of Uses for Hemp

- Thousands of uses have been developed for hemp – including paper, plastics, textiles, construction materials, foods, medicines, supplements, livestock feed/bedding, fuel, etc.
- Hemp research is expanding – particularly in Western Canada. Exciting new uses for hemp include being used for the creation of biodegradable plastics, as a raw material in wellness products, and even being used to remediate irradiated soil

SLIDE 11

The World of Hemp

Watch this video to explore the ever expanding world of Hemp:

https://www.agcanada.com/video/july-15-30-an-introduction-to-the-canadian-hemp-industry-from-norquest-colleges-andrea-eriksson

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Submodule 2: History

- Earliest written records data back to 2700 BCE in China. However, it was domesticated thousands of years before that. Cannabis was also used in ancient India.

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Submodule 2: History

Source: Fischer, Ala-Leppilampi, Single and Robins. (2003). Cannabis Law Reform in Canada: Is the "Saga of Promise, Hesitation and Retreat" Coming to an End? Retrieved from https://www.nigb.gov.sg/nigb/Publications/abstract.aspx?ID=203429

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Submodule 2: History

- Became a popular pain reliever in North America until the 1920s. Sir William Osler (one of the founders of Johns Hopkins Hospital in the U.S.) strongly advocated its use
- Emily Murphy (U.S. women's rights activist, judge and author) wrote "The Black Candle" in 1922, which said that cannabis made users "raving maniacs" and led them to commit violence and murder – strongly influenced public perceptions
- Cannabis became entangled with the expansion of the Canadian Opium and Drug Act of 1923 (significantly influenced by the U.S.), even though there was no scientific evidence to justify this. It was added to the Confidential Restricted List of substances in the Narcotics Drug Act Amendment Bill
- Other influencers of public opinion included movies such as "Reefer Madness" (1936)

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Social Perspectives Have Changes

1936

Reefer Madness
https://www.youtube.com/watch?v=sbjHOBJzhb0

2018

Reefer Madness Reaches Canada
https://www.youtube.com/watch?v=-MSBbey6qs4

Watch these short videos then answer the following questions:

1. What concerns did opponents of marijuana have in 1936?
2. What has changed in public perception?
3. Are any of the old concerns still valid?

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Popular Cannabis Strains in Canada

Canada's Most Searched Cannabis Strains in the First 3 Months Since Legalization:

Gorilla Glue

- This hybrid strain has captured the curiosity of Canadians, but being a proprietary name means that on Leafly, you'll find Gorilla Glue listed as Original Glue (GG4), or related phenotypes, New Glue (GG5) or Sister Glue (GG1). As its name suggests, the Glue family of strains delivers heavy-handed euphoria and relaxation that's often equated to feeling "glued" to the couch.

Pink Kush

- Canadians interest in Pink Kush has hardly waned. The Indica-dominant hybrid has been a top-searched strain since the very first month of legalization and remains popular for its potent body-focused effects and bright green buds that smell like sweet vanilla and candy perfume. The potency of this strain could be considered overpowering, and often small doses are all you need.

Blue Dream

- Also retaining its status as one of the top-searched strains on Leafly Canada, Blue Dream is a strain that has achieved legendary status. By crossing a Blueberry Indica with the sativa Haze, the sativa-dominant hybrid balances calming, full-body relaxation with gentle cerebral invigoration that will appeal to novice and veteran cannabis consumers alike.

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Test Your Knowledge

True or False – Provinces and Territories in Canada cannot dictate where cannabis is used in their jurisdictions.

False!

For example, in Ontario, Cannabis can only be used in private residences, some outdoor public places, designated smoking rooms and a few other specified areas. You cannot smoke at school, on school grounds and some other publically owned spaces such as sports fields.

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Focus Question

What are some current misconceptions about cannabis?

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Focus Question

MYTH: Cannabis use causes memory loss, and causes a reduction in mental ability.

FACT: Short term memory can be impacted while intoxicated, however there is no scientific evidence that there are long term or permanent problems with memory when sober.

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Focus Question

MYTH: Cannabis use causes people to be lazy

FACT: Studies where participants were given cannabis regularly for one week found no loss in motivation or ability to perform

Note: Abuse of substances over long periods may reduce a persons ability to function – this is not unique to cannabis.

SLIDE 21

Focus Question

MYTH: Cannabis is a gateway drug

FACT: People who use other drugs such as heroin or LSD are more likely to have used cannabis in the past but correlation does not equal causation

SLIDE 22

Focus Question

MYTH: Cannabis causes crime

FACT: Research suggests that cannabis users are less likely to commit crimes because of its effects for some individuals in reducing aggression

Note: Because of areas where cannabis is still illegal, most users in the world are still classified as criminals for possessing cannabis.

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Who Uses Cannabis?

A Look at our Cannabis Users in Canada:

About 5.3 million or 18% of Canadians aged 15 years and older reported using cannabis in the last three months.

During the first quarter of 2019, 646,000 cannabis users reported trying cannabis for the very first time in the past three months. This number of first-time users was nearly double the corresponding estimate of 327,000 people one year earlier, when non-medical cannabis use was not yet legal.

Males and young Canadians remain more likely to consume cannabis.

More cannabis users report obtaining cannabis from legal sources; fewer from illegal sources.

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Submodule 3: Legislation

- **Recent Canadian Medical Cannabis Laws**

Image Source: Durham College, Medical Cannabis Fundamentals for Business Professionals

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Submodule 3: Legislation

- 2001 – **Marihuana Medical Access Regulations (MMAR)** introduced as the result of a legal challenge by an epilepsy patient (Terry Parker), who said medical cannabis was the only treatment that worked for him. He did not want to have to break the law to access his medicine. The MMAR allowed medical patients a choice of three ways of accessing medical cannabis:
  - Access Health Canada's supply of dried cannabis
  - Apply for personal-use production license
  - Designate someone with a designated-person production license to grow on their behalf

SLIDE 26

MMPR – Introducing Licensed Producers

- Difficult for police to distinguish between legal and illegal production (Allard et al. v. R. Shane Holmquist trial)
- 2013 - MMPR introduced commercial medical production by licensed growers
- Under the MMPR:

➔ Medical document from doctor or qualified nurse practitioner required

➔ Medical document submitted to an LP and patient given access to the program

➔ Medical practitioner could also indicate the specific strain and/or amount of THC allowed to the patient

Source: Lift Resource Centre. A Brief History of Canadian Legal Medical Cannabis. Retrieved from: https://liftcentre.ca/brief-history-canadian-legal-medical-cannabis/

SLIDE 27

ACMPR – Blending MMAR and MMPR

- ACMPR introduced in 2016, when MMPR was deemed constitutionally invalid because it forced patients to buy their medical cannabis from an LP
- ACMPR blended MMAR and MMPR concepts
- ACMPR restored "reasonable access" via home production (i.e. patients had choice)

Image Source: http://www.universityaffairs.ca/features/feature-article/momentum-mounts-for-medical-marijuana

SLIDE 28

Legislation Continued

2013 - **Marihuana for Medical Purposes Regulations (MMPR)** introduced commercial production of medical cannabis. It had become difficult for police to differentiate between legal and illegal growing operations, which resulted in large increases in illegal growing. There were also many problems with fires and explosions resulting from home growing. Purchasing medical cannabis required that a "medical document" from a doctor or nurse practitioner be submitted to a Licensed Producer (LP).

2016 - **Access to Cannabis for Medical Purposes Regulations (ACMPR)** introduced. The MMPR was ruled to be constitutionally invalid because it forced patients to purchase cannabis from LPs. The ACMPR restored "reasonable access" by once again permitting home production (or growing via designated producer), while purchasing from LPs continued to be legal.

SLIDE 29

The Cannabis Act – Medical & Adult Use

- Objectives of the Cannabis Act (Bill C-45)
- → Prevent young persons from accessing cannabis
- → Protect public health and public safety by establishing strict product safety and quality requirements
- → Deter criminal activity by imposing serious criminal penalties for those operating outside the legal framework
- → Reduce burden on the criminal justice system in relation to cannabis
- Effective October 17, 2018
- ACMPR was repealed on that date - C-45 is basically the same when it comes to medical cannabis

Source: https://cannabisdaily.today/canada-legalizes-recreational-marijuana-whats-next-for-pot-stocks/

SLIDE 30

Legislation Continued

2018 – **The Cannabis Act (Bill C-45)** introduced. This basically follows the same regulations for medical cannabis as were used under the ACMPR, but also legalizes adult-use cannabis. Adult-use cannabis regulations allow for the sale of cannabis through government approved online portals or stores, to consumers over the legal age of consumption (must be 19 years old in Ontario).

Quick Fact:

Bill C-45 is a piece of federal legislation. But, provinces/territories and municipal governments are also setting laws around adult-use cannabis

SLIDE 31

Legislation Continued

- Although it will now be legal for licensed companies to sell edibles, it is not legal to sell products that combine cannabis and alcohol, or cannabis and tobacco or vaping products
- No products may be produced that will be appealing to young persons (on the basis of factors like product shape colour, ingredients, flavor, or packaging, etc.)
- Maximum limits:
  - Edibles – 10 mg/package
  - Extracts – 10 mg/unit, 1,000 mg/package
  - Extracts to be inhaled – 1,000 mg of THC per cartridge
  - Topicals – 1,000 mg/package
- It is still illegal to sell cannabis-infused foods in restaurants/bars

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Test Your Knowledge

True or False – The minimum legal age to purchase and possess cannabis in Ontario is 19 years old.

True!

Individuals in Ontario who are 19 years of age or older can possess 30 grams of cannabis in public, purchase cannabis and can grow a specified number of cannabis plants within their home residence.

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Focus Activity

Please go back to the focus activity from the beginning of the module and use the K/W/L chart to record what you have **learned.**

K What I Know	W What I Want to Know	L What I Learned

SLIDE 34

References

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- Canada's Most Searched Cannabis Strains in the First 3 Months Since Legalization. Retrieved from: https://www.leafly.ca/news/strains-products/canada-most-searched-strains-3-months

Module One: K/W/L Focus Activity Chart

Name: _____

Directions: Use the attached K/W/L chart to record what you **Know** about cannabis, what you **Want to Know**, and at the end of the module, what you have **Learned**.

K What I Know	W What I Want to Know	L What I Learned

Module One: Introduction to Cannabis Quiz

Student Name: _____

This true/false quiz was created to test your understanding of the material presented in Module One. Please read each question carefully, and then write T (true) or F (false) on the line next to the question.

---

1. _____ Cannabis, Hemp and Hops are all members of the Cannabaceae family.

2. _____ The three sub-species of Cannabis include Sativas, Invites, and Ruderalis.

3. _____ The main differences between hemp and marijuana are that hemp has no psychoactive effects and marijuana is grown for its psychoactive effects (THC).

4. _____ By law, hemp must contain no more than .10% Tetrahydrocannabinol.

5. _____ Hemp is the strongest natural fibre in the world, and can be used for printing, clothing, carpeting and insulation among others.

6. _____ The main purpose of the Marihuana Medical Access Regulations (MMAR) is to legalize the use of medical cannabis and make it accessible through Health Canada.

7. _____ The main purpose of the MMPR legislation is to have commercial production for medical purposes legalized.

8. _____ Bill C-45 is a piece of provincial legislation.

9. _____ Bill C-45 allows for the sale of cannabis through government approved online portals or stores.

10. _____ ACMPR stands for Access to Cannabis for Medical Purposes.

11. _____ The Municipal government is responsible for taxation, education, workplace safety and retail locations and rules.

12. _____ As of October 2019, it is legal to sell products that combine cannabis and alcohol, or cannabis and tobacco.

Module One: Introduction to Cannabis Quiz (ANSWER KEY)

This true/false quiz was created to test your understanding of the material presented in Module One. Please read each question carefully, and then write T (true) or F (false) on the line next to the question.

---

1. _____ Cannabis, Hemp and Hops are all members of the Cannabaceae family. **(T)**

2. _____ The three sub-species of Cannabis include Sativas, Invites, and Ruderalis. **(F – Indica)**

3. _____ The main differences between hemp and marijuana are that hemp has no psychoactive effects and marijuana is grown for its psychoactive effects (THC). (**T)**

4. _____ By law, hemp must contain no more than .10% Tetrahydrocannabinol. **(F - 0.3%)**

5. _____ Hemp is the strongest natural fibre in the world, and can be used for printing, clothing, carpeting and insulation among others. **(T)**

6. _____ The main purpose of the Marihuana Medical Access Regulations (MMAR) is to legalize the use of medical cannabis and make it accessible through Health Canada. **(T)**

7. _____ The main purpose of the MMPR legislation is to have commercial production for medical purposes legalized. **(T)**

8. _____ Bill C-45 is a piece of provincial legislation. **(F- Federal)**

9. _____ Bill C-45 allows for the sale of cannabis through government approved online portals or stores. **(T)**

10. _____ ACMPR stands for Access to Cannabis for Medical Purposes**. (T)**

11. _____ The Municipal government is responsible for taxation, education, workplace safety and retail locations and rules**. (F - Provincial Government)**

12. _____ As of October 2019, it is legal to sell products that combine cannabis and alcohol, or cannabis and tobacco. **(F – The selling of edibles, extracts, or topicals is legal, but these products cannot be combined with alcohol or tobacco)**

Module One – Activity One: History of Cannabis Infographic

Image Source: https://greencamp.com/history-cannabis-canada-legalization/

NOTE: As of October 17 2019, the Cannabis Act has been amended to include the sale of edibles, extracts, and topicals

Module One – Activity One: History of Cannabis

Student Name: _____

Directions: Using the infographic above, answer the following questions:

1. When was the first seizure of cannabis:

   _____

2. The cultivation of industrial hemp was forbidden in 1938. When was it legalized again?

   _____

3. Under what act was cannabis listed as being illegal?

   _____

4. What was the first program called for accessing medical cannabis?

   _____

5. Which Prime Minister introduced a bill in 2003 to decriminalize cannabis?

   _____

6. Who was the first supplier of medical cannabis?

   _____

7. Which Prime Minister was able to legalize cannabis?

   _____

8. Which province was the first to have a recreational cannabis distribution license?

   _____

9. What is the name of the bill that allows possession, growth, sales and distribution of cannabis in Canada?

   _____

Module One – Activity One: History of Cannabis (ANSWER KEY)

1. 1937
2. 1998
3. Narcotics Drug Act
4. Marijuana Medical Access Regulations (MMAR)
5. John Chretien
6. Prairie Plant System
7. Justin Trudeau
8. New Brunswick
9. Bill-C45

Module One – Activity Two: Legalization of Recreational Cannabis Infographic

Image Source: https://mcac.ca/cannabis-legalization/

Module One – Activity Two: History of Cannabis

Student Name: _____

Directions: Using the infographic above, in your own words, list two responsibilities of each level of government (federal, municipal and provincial).

Federal Responsibilities:

1. _____
   _____

2. _____
   _____

Provincial Responsibilities:

1. _____
   _____

2. _____
   _____

Municipal Responsibilities:

1. _____
   _____

2. _____
   _____

Extend Your Understanding

What are some of the names of the Bylaws or Acts in the Province of Ontario relating to the responsibilities you chose above?

Example: The name of the Act that help prevent youth from accessing cannabis is called the Cannabis Act.

_____
_____
_____
_____
_____

Module Two: The World of Medicinal Cannabis

Module Description:
Module Two provides a comprehensive introduction to the world of medicinal cannabis, including an explanation of the subspecies of medicinal cannabis and their effects on the body, the commonly known terpenes and flavonoids, a fundamental understanding of the anatomy of the cannabis plant, and employment opportunities in the cannabis industry. Module Two includes a variety of in-lecture question prompts, as well as a true/false test and two student activities.

Learning Objectives
By the end of this module you will be able to:

1. Explain why cannabis is used
2. Identify the areas of employment available
3. Locate and respond to job postings in the industry

SLIDE 1

SLIDE 2

SLIDE 3

SLIDE 4

SLIDE 5

Submodule 1: Why Cannabis?

The Most Powerful Plant on Earth?

Watch the video at:

https://www.youtube.com/watch?v=a4_CQ50OtUA

SLIDE 6

A Note on Medicinal Cannabis

You MUST be cautious when talking to customers about the potential medicinal effects of Cannabis strains and products. You are NOT prescribing medication to clients, and if you are not careful you may be held liable for what you tell customers.

Real research on the possible benefits of cannabis medicinally have only just started since legalization!

SLIDE 7

What is Medicinal Cannabis?

- Two subspecies of Cannabis that contain chemicals that can be used medicinally - sativa and indica
- **Cannabinoids** - chemicals that interact with the body to produce various effects:
  - → **THC** (tetrahydrocannabinol) - psychoactive*
  - → **CBD** (cannabidiol) - non-intoxicating
- But, there are actually 144 known cannabinoids - most of which are not yet well-understood
- Cannabis also contains many different **terpenes** (200+ different oils that give cannabis its aroma) and **flavonoids** (produce the taste) which may have their own medicinal effects

By law, hemp must contain no more than 0.3% THC

SLIDE 8

What is Medicinal Cannabis Used For?

- Cannabinoids have been used to treat (not cure) a variety of conditions
- Exhaustive scientific studies have not been conducted to prove efficacy

High THC Strains	High CBD Strains
PTSD	Epilepsy (including Dravet's Syndrome)
Appetite stimulation (HIV/AIDS patients, anorexia)	Crohn's disease
Chemotherapy-related nausea and vomiting	Parkinson's disease
Glaucoma	Huntington's disease
Asthma	Alzheimer's disease
Muscle Spasticity (e.g. MS, spinal cord injuries)	Chronic pain
Tourette's syndrome	Anxiety and depression

Remember the entourage effect – there are likely more chemical compounds having an effect on these conditions than just THC and CBD.

SLIDE 9

THC vs. CBD

Watch the following video:

https://www.youtube.com/watch?v=qVFmsEf5dnM&list=PLY8Je3ILWYrfhFvH2WBJbYFns_L_ZBuuj&index=14&t=0s

SLIDE 10

Entourage Effect

- When we smoke or vaporize cannabis, our bodies take in hundreds of botanical compounds. Each one arrives with unique effects and benefits, and their behavior may change in the presence of other compounds. This is the entourage effect.
- It's kind of like how your mood might change depending on your social environment. How do you behave when you're alone, at a party with strangers, or hanging out with your best friend? Your mood and the personality you project shift depending on who's in the room.
- All parts and chemicals of the cannabis plant work together synergistically, to produce an effect
- This includes the cannabinoids and the terpenes. This often leads to better results when the whole plant is used as medicine, compared to other medical products that are created in a lab (eg. synthetic cannabis)
- Terpenoids share important effects in the body with trace cannabinoids in an 'entourage effect'
- Therapeutic benefits are added and adverse effects are reduced. This is why extracted whole plant materials seem to be more beneficial than single molecule extraction

SLIDE 11

Commonly Known Terpenes

Type	Smell	Physical Effects	Medical Benefits
Myrcene	Musk, cloves, herbal, citrus	Sedating, relaxing, strengthens THCs psychoactive effects	Antiseptic, anti-bacterial, anti-fungal, anti-inflammatory
Caryophyllene	Pepper, wood, spice	None	Antioxidant, anti-inflammatory, relief from muscle spasms, pain and insomnia
Linalool	Floral, citrus, spice	Sedating, calming	Relief from insomnia, stress, depression, anxiety, pain and convulsions
Pinene	Sharp, sweet, pine	Memory retention, alertness	Relief from inflammation, asthma
Humulene	Woody, earthy	Suppresses appetite	Anti-inflammatory, anti-bacterial, relief from pain
Limonene	Citrus, lemon, orange	Elevated mood, stress relief	Anti-fungal, relief from depression, anxiety, gastric reflux

Source: https://www.leafly.com/news/cannabis-101/infographic-what-are-cannabis-terpenes-and-how-do-they-affect-you

SLIDE 12

Focus Question

A customer enters your retail cannabis store hoping to use cannabis medicinally in order to help them feel happier. They want something that will make them feel energized, and prefer terpenes that smell like citrus fruit. Using the previous slide, what "Type" would be best suitable for your customer? Explain your answer.

IMPORTANT – In a retail store, staff should NEVER give advice regarding medical cannabis!

SLIDE 13

Flavonoids

- 23 different types currently known in cannabis
- Found not only in cannabis, but also in many other plants (including fruits and vegetables) - over 6,000 known in total
- Early research suggests they have medicinal properties, such as:

➔ Quercetin - antifungal and antioxidant
➔ Catechins - antioxidant
➔ Cannaflavin A - anti-inflammatory
➔ Orientin, Quercetin, Silymarin, and Kaempferol - all have anti-inflammatory, anti-fungal, antioxidants, and anti-cancer potential

Source: https://www.leafly.com/news/cannabis-101/what-are-marijuana-flavonoids

SLIDE 14

Basics of the Cannabis Plant

- Cannabis is a dioecious plant – male and female places are separate (most flowering plants have both male and female organs on the same plant
- Female cannabis plants produce the buds that are harvested for medical uses – highest concentration of cannabinoids are in the trichomes
- To get consistent traits from one generation to the next, plants are often cloned or grown from tissue cultures rather than started from seed

SLIDE 15

Basics of the Cannabis Plant

- Cannabis grows on long skinny stems with its large, iconic fan leaves extending out from areas called ***nodes.***
- A ***cola*** refers to a cluster of buds that grow tightly together. While smaller colas occur along the budding sites of lower branches, the main cola (sometimes called the apical bud) forms at the very top of the plant.
- **Stigmas** serve to collect pollen from males.
- A ***bract*** appears as green tear-shaped "leaves," and are heavily covered in resin glands which produce the highest concentration of **cannabinoids** of all plant parts.
- Despite their minute size, it's hard to miss the blanket of crystal resin on a cannabis bud. This **resin** (or **"kief"** when dry) is secreted through translucent, mushroom-shaped glands on the leaves, stems, and calyxes.

SLIDE 16

Basics of a Cannabis Plant

SATIVA	INDICA	RUDERALIS	HYBRIDS
Tall lanky plants with thin finger-like leaves	Shorter bushy plants with wide leaves	Short sparse plants with small leaves	Inter-breeding of Sativa, Indica and Ruderalis produces different strains
Likes warm climates; longer flowering than Indica but with less dense buds; longer maturation	Likes cooler climates; shorter flowering time and dense buds (higher yields)	Originated in Northern Europe; auto-flowering	Bred to accentuate certain effects and diminish others
Higher THC	Higher CBD	Low THC and CBD	Creative strain names, like: Bubba Kush, Bubble Gum, Strawberry Cough, Northern Lights and many others
Decreases nausea and pain; increases dopamine	Decreases anxiety and pain; increases serotonin	Generally used for breeding, not medicine	

SLIDE 17

Focus Question

Using what you have just learned about the various subspecies, why might you recommend a client a higher THC (sativa) versus a higher CBD (indica) strain?

SLIDE 18

Subspecies

The three subspecies can be interbred to produce hybrids. Virtually all medical cannabis comes from hybrid plants.

1. **Sativa** is native to equatorial countries like Cambodia, Indonesia, Nigeria, Colombia, etc. There are currently 422 known sativa cultivars (strains).
2. **Indica** is found in more temperate climates like those found in Afghanistan, Pakistan, India, Nepal, etc. There are currently 636 known cultivars.
3. **Ruderalis** (also referred to as a roadside weed) has its origins in Eastern Europe and Northern Asia (e.g. Russia, Latvia, Estonia, Lithuania, etc.) Unlike the other cannabis strains, it is auto-flowering, which means it flowers based on its age rather than on light levels. This makes it easier to grow (i.e. it needs less light). Ruderalis contains less THC and CBD than the other cultivars.

SLIDE 19

Employment Opportunities in Cannabis

SLIDE 20

Submodule 2: Employment Opportunities

Projected Medical Cannabis Sales in Canada:

- The Canadian cannabis market is steadily growing, especially as retail dispensaries continue to roll out new product forms (edibles, topical, etc)
- Canada's cannabis industry should expect $3.16 billion in revenue in 2020
- Since legalization, there has been a 14% growth seen in pot retail space
- Retail figures are projected to grow at 5% per month in the coming months
- Recreational sales are projected to increase by 7.5% over the next year and medical sales are projected to increase by 2% over the next year
- Growth at this pace will make staffing a challenge

Source: https://www.bnnbloomberg.ca/sales-in-canada-s-pot-sector-forecast-to-hit-3-16b-in-2020-amid-slower-growth-canacord-1.1340822

SLIDE 21

Employment in the Cannabis Industry

- Most common jobs currently posted: quality assurance positions and horticultural positions
- More postings now being seen for business positions (administration, sales, marketing, HR, finance, etc.) and healthcare positions (educators)
- Salaries are generally competitive with other industries
- Significant percentage of posting do require clear criminal record check
- Differentiators: education, industry experience, ability to articulate transferable skills, passion, enthusiasm
- Be cautious - the industry is undergoing a consolidation phase as well as growth

Note: If you want to work in a cannabis retail store, you MUST take and pass the government mandated course, or you will be working illegally! For more information, check out: http://learn.cannsell.ca/

SLIDE 22

Examples of Earning Potentials

Position	Salary Range	Median Salary
QA Person	$63,600 to $84,400	$84,000
Marketing Manager	$66,375 to $110,000	$83,250
HR Manager	$65,600 to $81,000	$80,000
Senior Accountant	$67,000 to $92,520	$79,200
Cultivation Manager	$60,800 to $85,000	$75,000
Shipping & Receiving	$45,540 to $61,920	$51,600
Admin Assistant	$35,000 to $46,000	$43,500
Processing Assistant	$35,000 to $46,800	$41,340
Customer Care	$33,250 to $48,000	$41,000
Cultivation Tech	$32,760 to $43,534	$38,840

Source: https://mjbizdaily.com/canada-add-150000-cannabis-jobs-many-salaries-nearing-six-digits/

Analysts expect demand will be especially high for professional services such as marketing, accounting, branding and cultivation.

Note: the average Canadian salary is about $52,000/year

5:34 Video: Cannabis at Work expects thousands of new jobs https://binged.it/2wFfZVW

IMPORTANT
This course only provides industry knowledge, but to get anything more than an entry-level job, you will need a diploma/degree/prior related work experience

SLIDE 23

Related Employment Opportunities

- Construction and greenhouse design
- HVAC and lighting systems
- Wastewater management
- IT/Software (including data analytics) development and support
- Security systems
- Cultivation products/services
- Extraction/distillation equipment
- Testing services/Quality Control (QC)
- Research and development (R&D)
- Consulting Services
- Legal Services
- Related retailing (beverages, foods, usage paraphernalia, etc.)
- Nurses and Patient Educators

Image Source: http://newdayrestaurant.com/hiring-jobs-in-2017/

SLIDE 24

Canadian Cannabis Industry

Source: https://newfrontierdata.com/marijuana-insights/canadian-market-projected-growth/

SLIDE 25

Canadian Cannabis Industry

Example Career Opportunities within the Cannabis Industry

- **Tweedtender:** The Tweedtender will help Canopy Growth provide our customers with a superior experience through information, exceptional service and the highest quality cannabis. This position is responsible for all sales activity, remaining knowledgeable on products, assessing customer needs, helping, and maintaining selling floor presentations and stock.
- **Processing Assistant (Candy Packaging):** The Processing Assistant – Candy, Packaging is a member of the Edibles team that works in conjunction with managers, supervisors and other team members, to facilitate and maintain open lines of communication within the department. This individual is attentive to detail, able to maintain a clean workplace, follows standard operating procedures, and ensures that standard operating procedures are being followed by others.
- **Coffee and Experience Specialist**: The Coffee and Experience Specialist lives a life of intent and loves all things design, coffee and cannabis. A passionate speaker, the Coffee and Experience Specialists are natural connectors who guide our customers through our brand stores. They are the go-to resource for modern cannabis culture and coffee, acting as Tokyo Smoke brand ambassadors on and off the floor.

Job Descriptions retrieved from Canopy Growth Career Opportunities WebPage: www.canopygrowth.com/careers

SLIDE 26

Transferable Skills

Never worked in the Cannabis Industry before?
No Problem!

Transferable Skills: Transferable skills, also known as "portable skills," are qualities that can be transferred from one job to another. You likely already possess many transferable skills employers want, like organization or strong communication.

Transferable Skills Employers are Looking For:

Pharmaceutical experience, Food serving/handling and manufacturing, Plant work (greenhouse, gardening), Horticulture experience, Accounting, Quality Assurance, Security, IT, Automation/Manufacturing, Millwrights, Marketing, Data Sciences, Computer Literacy, Research and Development, Leading teams, Communication and Interpersonal skills.

SLIDE 27

Employment Prospects

Job Prospects

https://www.bnnbloomberg.ca/cannabis-canada-jobs-aplenty-in-canadian-pot-industry-1.1305539

https://www.canopygrowth.com/careers/

Interview Help

https://www.cannabisatwork.com/articles/top-10-cannabis-interview-questions-you-should-be-ready-for

SLIDE 28

Interview Help

Interview Help

https://www.cannabisatwork.com/articles/top-10-cannabis-interview-questions-you-should-be-ready-for

Industry Experts suggest most interview questions will be SITUATIONAL in nature.

ROLEPLAY EXERCISE:

Connect with a partner in the class, and choose who will be the interviewer and who will be the interviewee. Once chosen, ask the interviewee the following sample interview questions on the next slide.

SLIDE 29

Role-play Exercise

Ask the Interviewee the following questions:

- What are your greatest strengths? And your weaknesses?
- What motivates you? How do you motivate others?
- How do you deal with conflict?
- How would you describe your working style?
- Have you worked in the cannabis industry before?
- What attracts you to the cannabis industry?
- What's something cool you learned recently about the cannabis industry?
- What is your experience with cannabis?
- Tell me a story about a strain you love.
- What would you do if you caught a coworker stealing?
- Tell me a conflict you had with a coworker and how it was resolved
- How would you make new customers feel welcome?
- How would you talk to customers about different cannabis strains?

SLIDE 30

Test Your Knowledge!

Which of the following is NOT a best practice in customer service?

a) Educate the consumer so they can make an informed choice
b) Don't make assumptions about users previous cannabis experience
c) Always suggest a sativa strain for new consumers
d) Ask questions to learn more about your customer

SLIDE 31

Test Your Knowledge!

Which of the following is NOT a best practice in customer service?

a) Educate the consumer so they can make an informed choice
b) Don't make assumptions about users previous cannabis experience
c) Always suggest a sativa strain for new consumers
d) Ask questions to learn more about your customer

SLIDE 32

Test Your Knowledge!

Which of the following is CORRECT?

a) Employees need only to demonstrate honesty
b) Employees are only required to act in accordance with the law
c) Employees need only demonstrate integrity
d) Employees must act in accordance with the law and demonstrate both honesty and integrity

SLIDE 33

Test Your Knowledge!

Which of the following is CORRECT?

a) Employees need only to demonstrate honesty
b) Employees are only required to act in accordance with the law
c) Employees need only demonstrate integrity
d) Employees must act in accordance with the law and demonstrate both honesty and integrity

SLIDE 34

Focus Activity

Please go back to the focus activity from the beginning of the module and use the K/W/L chart to record what you have **learned.**

K What I Know	W What I Want to Know	L What I Learned

SLIDE 35

References

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Module Two: K/W/L Focus Activity Chart

Name: _____

Directions: Use the attached K/W/L chart to record what you **Know** about the employment opportunities in the cannabis sector, what you **Want to Know**, and at the end of the module, what you have **Learned**.

K What I Know	W What I Want to Know	L What I Learned

Module Two: The World of Medicinal Cannabis Quiz

Student Name: _____

This true/false quiz was created to test your understanding of the material presented in Module Two. Please read each question carefully, and then write T (true) or F (false) on the line next to the question.

---

1. _____ The two subspecies of Cannabis that contain chemicals that can be used medicinally are Sativa and Indica.

2. _____ Of the 144 known cannabinoids, nearly all are well understood.

3. _____ Terpenes give cannabis its taste, and flavonoids produce the aroma.

4. _____ Cannabinoids have been used to cure a variety of conditions including Crohn's Disease and Glaucoma.

5. _____ The Entourage Effect is when all the chemicals of the cannabis plant work together synergistically to produce an effect.

6. _____ Limonene is a commonly known terpene known for its anti-fungal medical benefits and its citrus smell.

7. _____ There are currently 41 different flavonoids known in Cannabis.

8. _____ Cannabis male and female plants are separate, with male and female organs on different plants.

9. _____ A clear criminal record check is not required in a significant percentage of Cannabis job postings.

10. _____ Analysts expect demand will be especially high for professional services in the Cannabis industry, including marketing, accounting and branding.

11. _____ Cannabis has many related employment opportunities, including legal services, IT/Software and HVAC and lighting systems.

12. _____ Over half of the cannabis related jobs are in the agricultural sector.

Module Two: The World of Medicinal Cannabis (ANSWER KEY)

Student Name: _____

This true/false quiz was created to test your understanding of the material presented in Module Two. Please read each question carefully, and then write T (true) or F (false) on the line next to the question.

---

1. _____ The two subspecies of Cannabis that contain chemicals that can be used medicinally are Sativa and Indica. **(T)**

2. _____ Of the 144 known cannabinoids, nearly all are well understood**. (F)**

3. _____ Terpenes give cannabis its taste, and flavonoids produce the aroma. **(F)**

4. _____ Cannabinoids have been used to cure a variety of conditions including Crohn's Disease and Glaucoma. **(F)**

5. _____ The Entourage Effect is when all the chemicals of the cannabis plant work together synergistically to produce an effect. **(T)**

6. _____ Limonene is a commonly known terpene known for its anti-fungal medical benefits and its citrus smell. **(T)**

7. _____ There are currently 41 different flavonoids known in Cannabis. **(F)**

8. _____ Cannabis male and female plants are separate, with male and female organs on different plants. **(T)**

9. _____ A clear criminal record check is not required in a significant percentage of Cannabis job postings. **(F)**

10. _____ Analysts expect demand will be especially high for professional services in the Cannabis industry, including marketing, accounting and branding**. (T)**

11. _____ Cannabis has many related employment opportunities, including legal services, IT/Software and HVAC and lighting systems**. (T)**

12. _____ Over half of the cannabis related jobs are in the agricultural sector. **(T)**

Module Two – Activity One: Health Benefits of Medical Marijuana Infographic

Image Source: https://visual.ly/community/Infographics/health/benefits-medical-marijuana/

Module Two – Activity One: Health Benefits of Medical Marijuana

Student Name: _____

Directions: Using the infographic above, answer the following questions:

1. List 5 health benefits of marijuana and briefly explain how medical marijuana can help
   a) _____
   _____
   _____
   _____
   _____

   b) _____
   _____
   _____
   _____
   _____

   c) _____
   _____
   _____
   _____
   _____

   d) _____
   _____
   _____
   _____
   _____

   e) _____
   _____
   _____
   _____
   _____

Module Two – Activity One: Health Benefits of Medical Marijuana (ANSWER KEY)

1. Any five of the following ten statements are acceptable responses

   a) Chronic pain – alleviates chronic pain by 30%

   b) Crohn's Disease – eases pain and promotes weight gain

   c) AIDS/HIV – increase appetite, ability to sleep and improves mood

   d) Arthritis – Helps with joint pain, and inflammation, as well as insomnia

   e) Asthma – Dilates airways and reduces exercise-induced asthma

   f) Multiple Sclerosis – prevents muscle spasms, pain, tremors, and stiffness

   g) Cancer – THC improves impact of radiation

   h) Epilepsy – Reduces seizure frequency up to 50%

   i) Alzheimer's – Promotes weight gain, lessens agitated behaviour and slows progress of protein deposits in the brain

   j) Glaucoma – Lowers eye pressure and blood pressure, and THC and preserve the nerves

Module Two – Activity Two: Employment Opportunities in the Cannabis Industry

Student Name: _____

Directions: Using the infographic, answer the following questions:

1. Where do you see yourself entering the industry?

   _____

2. What would you like to be doing in the industry in 5 years?

   _____

   _____

3. What skills do you need to obtain to move from an entry level position in the industry to your 5 year goal?

   _____

Position	Salary Range	Median Salary
QA Person	$63,600 to $84,400	$84,000
Marketing Manager	$66,375 to $110,000	$83,250
HR Manager	$65,600 to $81,000	$80,000
Senior Accountant	$67,000 to $92,520	$79,200
Cultivation Manager	$60,800 to $85,000	$75,000
Shipping & Receiving	$45,540 to $61,920	$51,600
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Processing Assistant	$35,000 to $46,800	$41,340
Customer Care	$33,250 to $48,000	$41,000
Cultivation Tech	$32,760 to $43,534	$38,840

Suggestion: Add information discussed in the course to your resume!

Image Source:
https://mjbizdaily.com/canada-add-150000-cannabis-jobs-many-salaries-nearing-six-digits/

Module Three: Fundamental Skills for Employment (Literacy)

Module Description:
Module Three provides an overview of essential skills for employment regarding literacy, including business communication fundamentals, writing and reading memos, and reading strategies. Module Three includes a variety of in-lecture question prompts, as well as three student activities.

Learning Objectives
By the end of this module you will be able to:

1. Explain the basics of business communications
2. Understand and interpret the workplace memo
3. Use different reading techniques to locate information, read graphic texts, and answer multiple choice questions

SLIDE 1

SLIDE 2

SLIDE 3

SLIDE 4

SLIDE 5

The 6 'C's of Business Communication

1. **Courteous** - A letter can be firm and straight-forward, yet controlled and courteous.
2. **Clear** - The message must be direct and understandable. Keep to the topic, and avoid irrelevant material. The tone should be business like.
3. **Concise** – To the point. Stay on topic and use avoid irrelevant material.
4. **Complete** - give complete information, instructions, or identification.
5. **Correct** - Check your facts, verify figures, names, and dates. Check your spelling and, follow the correct personal business letter format.
6. **Clean**- The finished letter must be free of finger marks or smudges.

SLIDE 6

Submodule 2: Memos

A memo is an internal form of communication within a business. Most often a memo is an announcement, reminder, or update about a certain event, policy, or procedure. A memo is brief, generally no longer than one page, and its audience is assumed to be a group of employees who are familiar with the organization.

Image Source: https://www.frsdc12.j.asPage/1.0.43

A memo also can discuss information of a technical or business nature in an almost "mini-report" fashion. Rather than serving as a bulletin to most members of the organization, such a memo is often written from one department or team to another. In this case, the memo might update members of one department on a design or policy change that will affect the work of others in a different, but related, department.

SLIDE 7

Memo Formatting

The memo must have the following format:

- A header ("Memorandum" is sufficient)
- The "To" line should identify the intended readers of the memo
- The "From" line should identify the author of the memo and should include written initials of its author
- The "Date" line should be the date of the memo's authoring
- The "Subject" line is the subject of the memo and it should be descriptive of the memo's purpose

SLIDE 8

Example of a Memo

Memorandum

Date: 22/5/2012

To: **All Employees**

From: **Human Resources**

Subject: **REMINDER OF PARKING GUIDELINES**

Both day- and swing-shift employees need to be reminded of the parking guidelines. Please remember that *any car that does not have a white-registration sticker will be ticketed.*

- Day-shift employees: you are asked to use your assigned spaces in **Lots A and B**. You may loan your spaces to other employees when you are not occupying them.
- Swing-shift employees: you may **park at the curb before 3:30 P.M.** After this time, you may park in an empty space *not specified as Tandem, Handicapped, Van Pool, Car Pool or Management.*
- To help you with the registration process, Employee Relations will be in the cafeteria on May 30th-31st, from 11:30 A.M. – 1:30 P.M., 3P.M.-5P.M., to take registrations and issue you your parking stickers.
- I am confident that this parking arrangement will continue being convenient for both day- and swing-shift employees.

SLIDE 9

Think & Solve Problems

Among other skills, the Employability Skills 2000+ identifies the following as essential to the world of work:

- Assess situations and identify problems
- Seek different points of view and evaluate them based on facts
- Be creative and innovative in exploring possible solutions
- Evaluate solutions to make recommendations or decisions
- Keeping these in mind, work through the following scenarios to begin to explore these skills

SLIDE 10

Submodule 3: Reading Techniques

When reading a document, it will be helpful to follow these steps so you can locate information more efficiently

Before Reading:

- Scan → Look for headings, pictures, charts, bold print, etc.
- Access Prior Knowledge → Think about what you already know about a topic

During Reading:

- Break text into chunks
- Highlight and underline important words and ideas
- Visualize and ask questions

After Reading:

- Summarize the text
- Find the main idea
- Make a connection

SLIDE 11

Reading Graphic Texts

- Read the text from the beginning to end
- Examine the titles, headings, captions, etc. to show how the graphic is related to the information in the written text
- Follow the arrows and lines → They may be showing movement and direction to connection information
- Look for colour or symbols to emphasize important words and information
- Interpret the information and ask yourself why it is important
- Sometimes the text might not relate to the graphic at all → in this case the graphic is providing essential information you cannot get from the text

SLIDE 12

Multiple Choice Questions

- Read the question carefully
- Use a highlighter or underline the most important information
- Come up with your own answer first
- Read every possible answer option
- Eliminate incorrect answers before you choose the correct one (usually there are two impossible answers and one that is possible and one that is correct
- If you do not know, make an educated guess by using prior knowledge to decide the best choice

SLIDE 13

Focus Activity

Please go back to the focus activity from the beginning of the module and use the K/W/L chart to record what you have **learned.**

K What I Know	W What I Want to Know	L What I Learned

SLIDE 14

References

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Module Three: K/W/L Focus Activity Chart

Name: _____

Directions: Use the attached K/W/L chart to record what you **Know** about literacy in the workplace, what you **Want to Know**, and at the end of the module, what you have **Learned.**

K What I Know	W What I Want to Know	L What I Learned

Module Three – Activity One: Memo Infographic

Memorandum

Date: 22/5/2012

To: **All Employees**

From: **Human Resources**

Subject: **REMINDER OF PARKING GUIDELINES**

Both day- and swing-shift employees need to be reminded of the parking guidelines. Please remember that *any car that does not have a white-registration sticker will be ticketed*.

- Day-shift employees: you are asked to use your assigned spaces in **Lots A and B**. You may loan your spaces to other employees when you are not occupying them.
- Swing-shift employees: you may **park at the curb before 3:30 P.M.** After this time, you may park in an empty space *not specified as Tandem, Handicapped, Van Pool, Car Pool or Management*.
- To help you with the registration process, Employee Relations will be in the cafeteria on May 30th-31st, from 11:30 A.M. – 1:30 P.M., 3P.M.-5P.M., to take registrations and issue you your parking stickers.
- I am confident that this parking arrangement will continue being convenient for both day- and swing-shift employees.

Module Three – Activity One: Memos

Student Name: _____

Directions: Using the example memo above, answer the following questions:

1. Identify who is sending the memo and who is receiving it.

   _____

2. Where are day shift employees to park?

   _____

3. If a swing shift employee arrives after 3:30, where are they to park? Are there any exceptions to this?

   _____

   _____

4. Who will be handing out parking stickers?

   _____

Module Three – Activity One: Memos (ANSWER KEY)

1. To All Employees, from Human Resources

2. Lot A and B

3. May park in an empty space not specified as Tandem, Handicapped, Van Pool, Car Pool or Management

4. Employee Relations

Module Three – Activity Two: Locating Information Infographic

CONSUMER INFORMATION — CANNABIS

Cannabis contains substances that affect the brain and body, including THC and CBD. THC causes the intoxicating effects of cannabis. CBD is not intoxicating and may reduce some of the effects of THC; however, it does have an effect on the brain.

Everyone's response to cannabis differs and can vary from one time to the next. To minimize your risk or if you are a new consumer, look for a product containing 2.5 mg of THC or less or 10% THC (100 mg/g) or less, and an equal or higher amount of CBD.

COMMON IMMEDIATE EFFECTS OF THC

- Euphoria ("high"); drowsiness; anxiety; impaired ability to remember, concentrate or react quickly.

IMPORTANT NOTES ABOUT EATING OR DRINKING CANNABIS AND CONSUMING PRODUCTS WITH HIGH THC

- It can take up to 4 hours to feel the full effects from eating or drinking cannabis. Consuming more within this time period can result in adverse effects that may require medical attention.
- The higher the THC content of a product, the more likely you are to experience adverse effects and greater levels of impairment.
- Store all cannabis (particularly edible cannabis) securely and out of reach of children and pets.
- If you or someone you know has accidently consumed cannabis or consumed too much cannabis and is not well, contact your local poison centre or seek medical attention.

Ways of using cannabis	When effects could begin	How long effects could last
Smoking/vaporizing	Seconds to minutes	Up to 6 hours*
Eating/drinking/swallowing	30 minutes to 2 hours	Up to 12 hours*

* some effects could last as long as 24 hours

WHAT ARE SOME HARMS AND HOW TO LOWER THE RISKS

- **Delay using cannabis to later in life.** Teenagers and young adults are at greater risk of harms because the brain continues to develop until around the age of 25.
- **Don't drive or operate heavy equipment after using cannabis.** Cannabis can cause drowsiness and impair your ability to concentrate and make quick decisions.
- **Avoid frequent use.** Frequent and prolonged use (daily or near-daily use across months or years) increases the risk of dependence and may bring on or worsen disorders related to anxiety and depression.
- **Avoid smoking cannabis.** The smoke from cannabis contains the same harmful chemicals found in tobacco smoke.
- **Avoid combining cannabis with alcohol and/or other substances.** Using cannabis at the same time as alcohol and/or other drugs can cause more severe levels of impairment and adverse effects.

KNOW THE RULES

- It is your responsibility to know the rules and to follow them. To find out more about the rules for cannabis, visit **Canada.ca/cannabis**
- Talk to your health care practitioner if you have any questions or concerns regarding cannabis use and your health.
- For questions or concerns about a product, or to report adverse reactions, contact the manufacturer. You can also report concerns, complaints or adverse reactions to Health Canada.

Government of Canada Gouvernement du Canada

Canada

Module Three – Activity Two: Locating Information

Student Name: _____

Directions: Using the fact sheet provided, answer the following questions

1. To minimize your risk, what content should a consumer look for?

2. What is another term for 'high'?

3. Where should you store cannabis products?

4. What should you do if you consume too much cannabis?

5. Choose one of the points listed to lower risks and summarize it in your own words. Imagine you were talking to a customer, how would you explain the risk?

6. What resources should you access to ensure you know the rules about cannabis?

Module Three – Activity Two: Locating Information (ANSWER KEY)

1. 1mg of THC or less or 10% THC (100 mg/g) or less and an equal or higher around of CBD
2. Euphoria
3. Securely and out of reach of children and pets
4. Contact local poison control or seek medical attention
5. Answers will vary
6. Visit Canada.ca/cannabis

Module Three – Activity Three: Reading a Graphic Text Infographic

CANNABIS AND THE BRAIN: KNOW THE FACTS

Learn more at Canada.ca/Cannabis

Did you know? The brain continues to develop until the age of 25 and some compounds in cannabis (e.g., THC) can change the way brain cells communicate with one another. Find out how cannabis compounds can affect different parts of the brain.

SENSES

The **occipital lobe** processes vision, spatial cues, and movement.

IMPACT of cannabis:

- visual perception
- ability to judge distances

MOVEMENT AND COORDINATION

The **cerebellum** controls movement and coordination.

IMPACT of cannabis:

- feelings of dizziness
- a loss of balance/coordination

THINKING, PLANNING AND DECISION-MAKING

The **hippocampus** registers and stores memories.

IMPACT of cannabis:

- memory loss
- difficulty learning new things
- difficulty making decisions

FEELINGS AND EMOTIONS

The **limbic system** regulates emotions.

IMPACT of cannabis:

- feeling happy, excited, calm
- feeling anxious, depressed, paranoid

FEELINGS, EMOTIONS AND BEHAVIOUR

The **nucleus accumbens** regulates motivation and is part of the brain's pleasure and reward system.

IMPACT of cannabis:

- feeling "high" when using
- developing a dependence on or addiction to cannabis

INTEGRATION OF INFORMATION AND PERCEPTION

The **thalamus** integrates and helps make sense of information.

IMPACT of cannabis:

- loss of coordination
- changes to sleep-wake cycle
- psychosis or schizophrenia (in those who are vulnerable)

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Module Three – Activity Three: Reading a Graphic Text

Student Name: _____

Directions: Using the graphic text 'Cannabis and the Brain' fill in the chart below.

Area of the Brain	**What it Does**	**Impact of Cannabis**
Occipital Lobe		
		Feelings of dizziness or loss of balance/coordination
	Registers and stores memories	
		Creates feelings of happy, excited, calm, anxious, depressed, or paranoid
	Regulates motivation and is part of the brain's pleasure and reward system	
Thalamus		

Module Three – Activity Three: Reading a Graphic Text (ANSWER KEY)

Area of the Brain	What it Does	Impact of Cannabis
Occipital Lobe	**Processes vision, spatial cues, and movements**	**Visual perception and the ability to judge distances**
Cerebellum	**Controls movement and coordination**	Feelings of dizziness or loss of balance/coordination
Hippocampus	Registers and stores memories	**Memory loss; difficulty learning new things; difficulty making decisions**
Limbic System	**Regulates emotions**	Creates feelings of happy, excited, calm, anxious, depressed, or paranoid
Nucleus Accumbens	Regulates motivation and is part of the brain's pleasure and reward system	**Feeling high when using. Develop dependence or addiction**
Thalamus	**Integrates and helps make sense of information**	**Loss of coordination, changes to sleep-wake cycle, psychosis or schizophrenia (in those who are vulnerable)**

Module Four: Fundamental Skills for Employment (Numeracy)

Module Description:
Module Four provides more background on the numeracy skills involved when working in the Cannabis industry, covering topics in conversions, money, and percentages. A brief overview of each topic will be presented, shown with numerous examples of using the mathematics in action. These examples include scenarios that require converting between milligrams to grams, making change, finding unit rates, and calculating THC potency as a percentage. Module Four includes a variety of in-lecture examples, as well as a true/false test and two student activities.

Learning Objectives
By the end of this module you will be able to:

1. Convert measurements within the metric system and convert between metric and imperial measurements
2. Accurately calculate total costs of a purchase, the price per unit gram, and the correct value of foreign currency by using exchange rates
3. Apply percentages to estimate sale and marked up prices, prices with/without tax, and overall amounts of THC and CBD

SLIDE 1

SLIDE 2

SLIDE 3

SLIDE 4

SLIDE 5

Reading Scales

- There are many different scales out there, but when working in the cannabis industry restrictions are high since cannabis has a high market value and is typically sold in small quantities
- According to the Government of Canada, a **Class II** scale must be used since they are high accuracy scales
- Furthermore, these scales need to have a verification scale interval of 10 milligrams (mg) if the cannabis weighs between 100 mg and 1 kilogram (kg)

- For more information, click here https://www.ic.gc.ca/eic/site/mc-mc.nsf/eng/lm04914.html

SLIDE 6

The Metric System

- The three standard units of measurement are:
  - *Metre (m)* *Gram (g)* *Litre (L)*
- All units in the metric system have the same ending, but as the measurement gets larger or smaller, the prefix changes
- This leads to common measurements like the *kilo*gram (kg), *centi*metre (cm) and the *milli*litre (mL)
- All three are important, but in the cannabis industry most products will be measured in grams or millilitres
- Fun Fact: 1 gram = 1 mL

SLIDE 7

Converting in the Metric System

- Take a look at the following chart:

KILO	× 10 → / ← ÷ 10	HECTO	× 10 → / ← ÷ 10	DECA	× 10 → / ← ÷ 10	BASE	× 10 → / ← ÷ 10	DECI	× 10 → / ← ÷ 10	CENTI	× 10 → / ← ÷ 10	MILLI

- The metric system is a base-10 system, which means that every subsequent measure is either multiplied by 10 or divided by 10
- This means in order to convert, we only need to move the decimal to the right or to the left to get our desired measurements
  - According to the chart above, if we wanted to convert grams (base) to kilograms (kg), we would divide our measurement by 10 three times, which means we can move the decimal 3 spaces to the left
  - According to the chart above, if we wanted to convert litres (base) to millilitres (mL), we would multiply our measurement by 10 three times, which means we can move the decimal 3 spaces to the right

SLIDE 8

Try Yourself

Convert the following measurements to the desired measurement in the metric system

a) 42 milligrams to grams	**a) 0.042 g**
b) 3.11 litres to millilitres	**b) 3110 mL**
c) 0.078 kilograms to milligrams	**c) 78000 mg**
d) 2571 millilitres to litres	**d) 2.571 L**
e) 5.93 grams to milligrams	**e) 5930 mg**

SLIDE 9

Converting Mass with the Imperial System

- In our everyday lives, we are used to seeing and using words like pounds or ounces, but these are actually imperial measurements
- Since Canada uses the metric system, it may be necessary to convert from the imperial to the metric system or vice versa
- *Approximate Mass Conversion Rates:*
  → From pounds (lb) to kilograms (kg), divide the mass by 2.205
  → From kilograms (kg) to pounds (lb), multiply the mass by 2.205
  → From ounces (oz) to grams (g), multiply the mass by 28.35
  → From grams (g) to ounces (oz), divide the mass by 28.35

SLIDE 10

Try Yourself

Convert the following measurements to the desired measurement

a) 78 pounds to kilograms	**a) 35.37 kg**
b) 150 grams to ounces	**b) 5.29 oz**
c) 22 ounces to grams	**c) 623.7 g**
d) 55 kilograms to pounds	**d) 121.275 lbs**

For a longer lesson on imperial and metric conversions, check out this detailed lesson: https://drive.google.com/file/d/1fJZNfAqfYkknz-Gnd-DogbWmMZy_E11T/view?usp=sharing

SLIDE 11

Submodule 2: Retail Math

Why is this important?

- Customers are only allowed to purchase up to 30 grams or 30 millilitres at a time when shopping online or in a store, so it is important to ensure that a purchase does not exceed this amount
- Products are usually listed as a price per gram or a price per millilitre and employees will be responsible for calculating the total cost of a purchase as well as calculating the correct amount of change
- You may also be required to calculate how much of a product a customer can purchase based on how much money they have
- If dealing with different currency, it will be important to be able to use the current exchange rates to figure out values in Canadian dollars

SLIDE 12

Example 1

- **A customer would like to purchase 7g of Solei, which sells for $7.12/g, 18g of Island Honey, which sells for $9.19/g, and 5mL of CBD oil, which sells for $3.45/mL and they pay with $250. How much change do they receive?**

First, make sure the purchase is equal to or under the 30g threshold *(note 5mL = 5g)*:
- 7g + 18g + 5g = 30g → Therefore this purchase is approved!

Second, you need to find the total cost:
- 7g × $7.12/g = $49.84
- 18g × $9.19/g = $165.42
- 5mL × $3.45/ml = $17.25
- Sum: $49.84+$165.42+$17.25 = $232.51

Lastly, you will need to calculate change by subtracting the total from the payment:
- $250.00 - $232.51 = $17.49
- *Note: round to the nearest 5 cents if final price does not end with a 0 or a 5*
- Change would be $17.50

SLIDE 13

Example 2

- **A 3.5g package of glow hybrid bud sells for $19.55. What is the unit rate? In other words, how much does 1g cost?**

To find a unit rate, simply divide the total price by the mass

- $19.55 ÷ 3.5 = $5.5857… *(Round your answer to the nearest cent)*
- $5.59 is the cost per gram

- **How much does it cost for 9g?**

To find the cost of a different amount, multiply the unit rate by the desired mass

- Recall that the unit rate above was $5.59
- $5.59 × 9 = $50.31
- $50.31 is the total price for 9g

SLIDE 14

Example 3

- **A customer comes in with $150 looking to buy some dried flower cannabis and is interested in the emerald hash plant, which is only available in two amounts. You can get a 3.5g package for $7.89/g or a 7g package for a little cheaper at $7.50/g. How much total emerald hash can the customer get?**

First, determine the total cost for each purchase by multiplying the mass by the price

- 3.5g × $7.89 = $27.615 or $27.62 after rounding to the nearest cent
- 7g × $7.50 = $52.50 (note this is the better deal for customers)

Secondly, divide the cash by the price of the better deal (the 7g package)

- $150 ÷ $52.50 = 2.85
- Round down to the nearest number (2), which means they can make this purchase twice and get **14g** (7g × 2)
- $52.50 × 2 = $105

Lastly, with the money remaining, see if they can purchase a 3.5g package

- $150 – $105 = $45
- Since the **3.5g** package is $27.62, they can purchase one of these
- In the end, the customer can purchase **17.5g** of emerald hash

SLIDE 15

Example 4

- **In one bottle of sativa capsules, there are 30 capsules, where each one has a THC potency of 8mg. How much THC is in the bottle, in grams?**

To find the total amount in the bottle, multiply the number of capsules by the THC potency of each capsule

- 30 capsules × 8mg = 240mg
- Converting to grams, the decimal moves three spots left → 0.240g

- **How many pills should be taken if a customer wants 0.032g of THC?**

Convert 0.032g to mg, then divide the mass by the THC potency of each capsule

- Converting to milligrams, the decimal moves three spots right → 32mg
- 32mg ÷ 8mg (capsule potency) = 4
- The customer should take 4 pills

SLIDE 16

Exchange Rates

- It is also possible that you may come across currency that is not Canadian, so you will need to convert using the proper conversion
- At the time of writing this slide, here are a few of the most common currency exchange rates:

	USD	EUR	GBP	INR	MXN	CNY	PHP	AUD	JPY
1 CAD	0.76585	0.69121	0.59701	54.2492	14.6000	5.41101	39.2329	1.12278	83.2271

Image Source: https://www.xe.com/currency/cad-canadian-dollar

- To convert from CAD to another currency, multiply the amount by the conversion rate
- To convert to CAD from another currency, divide the amount by the conversion rate

SLIDE 17

Try Yourself

Convert the following currencies using the exchange rates from the previous slide

a) $50 CAD to USD	**a) $38.29 USD**
b) $75 MXN to CAD	**b) $5.14 CAD**
c) $120 CAD to EUR	**c) €82.95**
d) $50 USD to CAD	**d) $65.29 CAD**
e) $30 CAD to GBP	**e) £17.91**

SLIDE 18

Submodule 3: Percentages

Why is this important?

- At the end of the day, the cannabis industry runs like any other business, and calculating mark-ups on some products or figuring out sale prices will be essential to keep up with the demand
- Taxes are usually included in the price when items are sold, but it may be necessary to calculate that total price with tax or calculate the price of the object before tax
- Every product must contain a label that outlines how much THC or CBD is contained and this is always listed as a percentage of the mass

SLIDE 19

Conducting Sales

- Having sales on products is essential to increase your customer base and gives customers incentive to buy and try a new product that might not be selling
- Like in most stores, you might see something along the lines of "20% off" or "save 40% on all products in store"
- To order to calculate the sale price:

1. Subtract the sale percentage from 100%
2. Convert the total percentage to a decimal by dividing by 100 (or moving the decimal two spots to the left)
3. Multiply this decimal by the original price of the product

SLIDE 20

Conducting Mark-ups

- Change in demand or the change in price from the distributor might require businesses to make a mark-up in the price in order to regain some of the profit being lost
- This usually is not advertised to the consumer, but is usually disguised in some marketing ploy (think of when a new restaurant announces a new menu, most items are the same but the prices increase)
- To order to calculate a marked-up price:

1. Add the marked-up percentage to 100%
2. Convert the total percentage to a decimal by dividing by 100 (or moving the decimal two spots to the left)
3. Multiply this decimal by the original price of the product

SLIDE 21

Try Yourself

Calculate the new price after the sale or mark-up

a) 20% off of $70 — **a) $56.00**

b) $65 marked up 15% — **b) $74.75**

c) 35% off of $23.49 — **c) $15.27**

d) $20.14 marked up 9% — **d) $21.95**

e) 5% off of $15.35 — **e) $14.58**

SLIDE 22

Taxes

- Taxes are often already included in sale prices in the Cannabis industry, but that does not mean workers are not responsible for figuring out the price before/after tax
- In Canada, we have three different standard taxes:
  - **Goods and Services Tax (GST)** is a federal tax imposed on goods and services purchased, paid by every province and territory
  - **Provincial Sales Tax (PST)** is a unique tax imposed on goods and services in each province in Canada; the territories and Alberta do not have to pay this! (*Called the **Quebec Sales Tax (QST)** in Quebec and the **Retail Sales Tax (RST)** in Manitoba*)
  - **Harmonized Sales Tax (HST)** is the combined tax after adding the GST and the PST together

SLIDE 23

Calculating with Tax in Ontario

In Ontario, the tax rate is 13% HST, which is made up of a 5% GST and 8% PST

To calculate the price of an object after tax:

- Multiply the total price by 1.13

To calculate the price before tax:

- Divide the total price by 1.13

Sales Tax in Canada (2017 Rates)

Region	Province	Tax System	Total Sales Tax
Atlantic	New Brunswick	HST	15%
	Newfoundland and Labrador	HST	15%
	Nova Scotia	HST	15%
	Prince Edward Island	HST	15%
Central Canada	Ontario	HST	13%
	Quebec	GST + QST	14.975%
Prairies	Alberta	GST	5%
	Manitoba	GST + RST	13%
	Saskatchewan	GST + PST	11%
West Coast	British Columbia	GST + PST	12%
North	Northwest Territories	GST	5%
	Nunavut	GST	5%
	Yukon	GST	5%

Image Source: https://www.investopedia.com/terms/h/harmonized-sales-tax.asp

SLIDE 24

Try Yourself

Calculate the total price before or after tax in Ontario

a) If $50 is the price without tax, what is the final price with tax? — **a) $56.50**

b) If $78 is the price with tax included, what is the original price? — **b) $69.03**

c) If $5.86 is the price with tax included, what is the original price? — **c) $5.19**

d) If $11.38 is the price without tax, what is the final price with tax? — **d) $12.86**

SLIDE 25

CBD and THC Percentages

- Every product has a label that outlines how much CBD or THC is contained within, which is expressed as a percentage of milligrams per gram (mg/g)
- For instance, take a look at this label for Sierra →
- Besides the name, brand and total price, the percentages of THC and CBD are also listed
- This translates to:
  - There is 40 to 80 milligrams of THC per gram (THC 4.00 – 8.00% → 40mg/g to 80mg/g)
  - There is 60 to 110 milligrams of CBD per gram (CBD 6.00 – 11.00% → 60mg/g to 110mg/g)

HEXO
Sierra
Sativa Dominant
THC 4.00 - 8.00%
CBD 6.00 - 11.00%
from $9.30 / g
Taxes Included

SLIDE 26

THC Potency

The chart to the right outlines how the different percentages of THC content affect the anticipated potency

For instance, if customers are looking for a medium THC potency then they are looking for products with 12-16.99% THC content

THC GUIDELINE: UNDERSTANDING POTENCY (OCS)

THC CONTENT	ANTICIPATED POTENCY
0—1.99%	Little to minimal
2—6.99%	Very Mild
7—11.99%	Mild
12—16.99%	Medium
17—20%	Strong
> 20%	Very Strong

THC is only one indicator of potency. Dosage, CBD content, method of consumption and individual factors will also affect the level of psycho-activity experienced.

Image Source: https://ocs.ca/blogs/cannabis-anatomy/thc

SLIDE 27

Calculating CBD Amounts and THC Potency

- In order to accurately read these percentages and explain what they mean, you either have to multiply by 10 or divide by 10
- Suppose a label said that there was 7.5% CBD contained within. To calculate the milligrams/gram, multiply the percentage by 10
  → 7.5% × 10 = 75 mg/g (for every gram, there are 75 mg of CBD)
- Suppose a label alternatively says that there are 55 milligrams/gram of THC within. To calculate the percent of potency, divide the milligrams/gram by 10
  → 55mg/g ÷ 10 = 5.5% (*this would be considered a 'very mild' potency)*

SLIDE 28

Try Yourself

Answer the following questions

a) A label reads 5% CBD. How many mg of CBD are contained in 1 gram? — **a) 5% × 10 = 50mg/g**

b) Calculate the anticipated THC potency if there are 180mg of THC in 1g of a product — **b) 180mg/g ÷ 10 = 18%**
Considered 'strong' potency

c) A label reads 12% CBD. How many mg of CBD are contained in 8 grams? — **c) 12% × 10 = 120mg/g**
120 × 8 = 960 mg (per 8 g)

d) Calculate the anticipated THC potency if there are 540mg of THC in 6 g of a product — **d) 540mg ÷ 6g = 90mg/g**
90mg/g ÷ 10 = 9%
Considered 'mild' potency

For a longer lesson on percentages & proportions, check out this detailed lesson:
https://drive.google.com/file/d/1RMbPMOiSIOWrGQlzf9i0qYxLvxeMChEwi/view?usp=sharing

SLIDE 29

Focus Activity

Please go back to the focus activity from the beginning of the module and use the K/W/L chart to record what you have **learned.**

K What I Know	W What I Want to Know	L What I Learned

SLIDE 30

References

- Requirements for scales used for the sale of cannabis products. Retrieved from: https://www.ic.gc.ca/eic/site/mc-mc.nsf/eng/lm04914.html
- Canadian Dollar. Retrieved from: https://www.xe.com/currency/cad-canadian-dollar
- Harmonized sales tax. Retrieved from: https://www.investopedia.com/terms/h/harmonized-sales-tax.asp
- Cannabis anatomy – THC. Retrieved from: https://ocs.ca/blogs/cannabis-anatomy/thc
- All products, prices, percentages and labels used in these slides were retrieved from the online Ontario Cannabis Store, retrieved from: https://ocs.ca/

Module Four: K/W/L Focus Activity Chart

Name: _____

Directions: Use the attached K/W/L chart to record what you **Know** about numeracy in the workplace, what you **Want to Know**, and at the end of the module, what you have **Learned.**

K What I Know	W What I Want to Know	L What I Learned

Module Four: Fundamental Skills for Employment (Numeracy) Quiz

Student Name: _____

This true/false quiz was created to test your understanding of the material presented in Module Four. Please read each question carefully, and then write T (true) or F (false) on the line next to the question.

---

1. _____ The recommended scale used in the cannabis industry is a Class III scale.

2. _____ The three standard units of measurement in the metric system are the metre (m), the gram (m) and the litre (L).

3. _____ If converting from milligrams (mg) to grams (g), you would divide by 10 three times or move the decimal three spots to the right.

4. _____ If converting from litres (L) to millilitres (mL), you would multiply by 10 two times and move the decimal two spots to the left.

5. _____ 50 ounces is approximately equal to 1417.5 grams.

6. _____ If one product sells for $21.00 for 3.5 grams, then 1 gram would sell for $6.

7. _____ The maximum amount of cannabis that can be bought online at one time is 40 grams.

8. _____ Suppose 1 CAD = 0.76585 USD, then 20 CAD = 26.11 USD.

9. _____ If a customer bought 7 grams of a product selling at 9.19/g and they paid with $100, they would receive $35.67 in change.

10. _____ The 20% off sale price of an object originally selling for $10 would be $8.

11. _____ Ontario has a tax rate of 15%.

12. _____ An object that has a THC content of 90 mg per gram would be considered to have a “medium” anticipated potency.

Module Four: Fundamental Skills for Employment (Numeracy) Quiz (ANSWER KEY)

This true/false quiz was created to test your understanding of the material presented in Module Four. Please read each question carefully, and then write T (true) or F (false) on the line next to the question.

---

1. _____ The recommended scale used in the cannabis industry is a Class III scale. **(F – Class II)**

2. _____ The three standard units of measurement in the metric system are the metre (m), the gram (m) and the litre (L). **(T)**

3. _____ If converting from milligrams (mg) to grams (g), you would divide by 10 three times or move the decimal three spots to the right. **(F – three spots to the <u>left</u>)**

4. _____ If converting from litres (L) to millilitres (mL), you would multiply by 10 two times and move the decimal two spots to the right. **(F – multiply by 10 <u>three</u> times, move <u>three</u> spots to the right)**

5. _____ 50 ounces is approximately equal to 1417.5 grams. **(T)**

6. _____ If one product sells for $21.00 for 3.5 grams, then 1 gram would sell for $6. **(T)**

7. _____ The maximum amount of cannabis that can be bought online at one time is 40 grams. **(F – 30 grams)**

8. _____ Suppose 1 CAD = 0.76585 USD, then 20 CAD = 26.11 USD. **(F – 20×0.76585 = $15.32)**

9. _____ If a customer bought 7 grams of a product selling at 9.19/g and they paid with $100, they would receive $35.67 in change. **(T)**

10. _____ The 20% off sale price of an object originally selling for $10 would be $8. **(T)**

11. _____ Ontario has a tax rate of 15%. **(F – HST in Ontario is 13%)**

12. _____ An object that has a THC content of 90 mg per gram would be considered to have a “medium” anticipated potency. **(F – 90 mg = 9% THC connect, which is “mild” anticipated potency)**

Module Four – Activity One: Conversions

Student Name: _____

1. Complete the following conversions:

   a) 8056 milligrams to grams _____

   b) 2.23 litres to millilitres _____

   c) 0.000341 kilograms to milligrams _____

   d) 9.12 millilitres to litres _____

   e) 0.555 grams to milligrams _____

   f) 77 litres to kilolitres _____

   g) 100 pounds to kilograms _____

   h) 48 grams to ounces _____

   i) 225 ounces to grams _____

   j) 15 kilograms to pounds _____

Module Four – Activity One: Conversions (Answer Key)

1. Complete the following conversions:
   a) 8.056 grams

   b) 2230 millilitres

   c) 341 milligrams

   d) 9120 litres

   e) 555 milligrams

   f) 0.077 kilolitres

   g) 45.35 kilograms

   h) 1.69 ounces

   i) 6378.75 grams

   j) 33.075 pounds

Module Four – Activity Two: Retail Math & Percentages

Student Name: _____

1. If a customer purchases 9 grams Pink Kush which sells for $11.85/g and 6 grams of Tokyo Smoke which sells for $10.56/g, how much change will they receive if they pay $200?

2. A 7g package of North Star CBD sells for $46.10. How much does 1 gram cost and how much would it cost for 12.5 grams?

3. Calculate the total mark-up price, the sale price, or the price before tax
   a) 30% off of $60

   b) $80 marked up 25%

   c) If $226 is the price with tax included, what is the original price?

4. Calculate the anticipated THC potency if there are 651 mg in 3g of a new cannabis product.

Module Four – Activity Two: Retail Math & Percentages (ANSWER KEY)

Student Name: _____

1. If a customer purchases 9 grams Pink Kush which sells for $11.85/g and 6 grams of Tokyo Smoke which sells for $10.56/g, how much change will they receive if they pay $200?

Note that 9+6 = 15 grams, which is under 30g so the purchase can take place

Pink Kush→ 11.85×9=$106.65, Tokyo Smoke →10.56×6=$63.36
Total Price → $106.65 + $63.36 = $170.01 or $170.00
Change → $200 - $170 = $30.00

2. A 7g package of North Star CBD sells for $46.10. How much does 1 gram cost and how much would it cost for 12.5 grams?

1 gram (unit) price →$46.10 ÷ 7g = $6.59/g

Thus is would approximately cost $6.60 per gram

12.5 gram price → $6.59 × 12.5 = $82.38

Thus is would approximately cost $82.40 for 12.5 grams

3. Calculate the total mark-up price, the sale price, or the price before tax
   a) 30% off of $60

100% - 30% = 70% → 0.7 as a decimal
Sale Price → 0.7* $60 = $42

   b) $80 marked up 25%

100% + 25% = 125% → 1.25 as a decimal
Sale Price → 1.25* $80 = $100

   c) If $226 is the price with tax included, what is the original price?

Original Price → $226 ÷ 1.13 = $200

4. Calculate the anticipated THC potency if there are 651 mg in 3g of a new cannabis product.

First, need the mg/g → 651 mg ÷ 3g = 217mg/g THC

Convert mg/g into percentage → 217mg/g ÷ 10 = 21.7% THC

According to the chart, 21.7% THC per gram is considered “very strong” potency

Module Five: Personal Management and Team Work Skills

Module Description:
Module Five provides an introduction to the personal management and team work skills required to work individually and collaboratively within cannabis employment industries. Students will learn about work ethic, the importance of identification checking as well as good practices to work in a safe and smart manner. Module Five includes a variety of in-lecture question prompts, as well as a website hunt test and two student activities.

Learning Objectives
By the end of this module you will be able to:

1. Demonstrate accountable and responsible work habits
2. Read identification cards
3. Show awareness of health and safety concerns and procedures

SLIDE 1

SLIDE 2

SLIDE 3

SLIDE 4

SLIDE 5

Elements of a Strong Work Ethic

1. **Integrity:** Doing the right things, at all times, even if no one is watching, much less your boss. Its greatest impact is seen in your relationships with the people around you, which is why integrity is seen as one of the most important ingredients of Trust.
2. **Professionalism:** Being professional involves everything from how you dress and present yourself in the business world to the way you treat others. Professionalism basically embodies all the other elements of a strong work ethic.
3. **Accountability:** To be accountable for your actions is another way to demonstrate your strong work ethic. You take responsibility for your mistakes and strive to fix them if something goes wrong. Showing that you are capable of learning from your mistakes and becoming better is an essential factory of a good work ethic.
4. **Dedication:** Your strong work ethic shows in every aspect of your business and the way you behave yourself. When you are dedicated to achieving better results, it will show in the way your team and office space works and in the way your business thrives.
5. **Dependability:** Is an essential element of a strong work ethic. You have to prove that you are dependable. You need to meet your deadline and if you cannot meet it, your clearly communicate and offer alternative timelines.

Retrieved from https://www.yourtfice.com/5-elements-of-a-strong-work-ethic/

SLIDE 6

Focus Activity

Brainstorm other elements of a good work ethic. As a group, make a list and describe each element.

Image Source: https://wordpress.com/strong_work_ethic

SLIDE 7

Focus Activity

Think - Pair - Share

Think: Take a few minutes to think about the questions on your own.

Questions:

What would you do if you caught a co-worker stealing?

Think about a conflict you had with a co-worker and describe how it was resolved.

How would you make a new customer feel welcome?

SLIDE 8

Focus Activity

Think - **Pair** - Share

Pair: Get together with a classmate and discuss the questions

Questions:

What would you do if you caught a co-worker stealing?

Think about a conflict you had with a co-worker and describe how it was resolved.

How would you make a new customer feel welcome?

SLIDE 9

Focus Activity

Think - Pair - **Share**

Share: Share your thoughts with the group

Questions:

What would you do if you caught a co-worker stealing?

Think about a conflict you had with a co-worker and describe how it was resolved.

How would you make a new customer feel welcome?

SLIDE 10

Checking Identification

At times in retail cannabis stores, you may be asked to cover for security personnel and will be asked to check ID of customers.

Please look closely at the Responsible Service Tip Sheet from the AGCO and Complete Activity One.

SLIDE 11

Submodule 2: Work Safe & Smart - Workers

Workers have the right to:

- Know about workplace hazards and what to do about them
- Participate in solving workplace health and safety problems
- Refuse work they believe is unsafe

Workers must:

- Follow the law and workplace health and safety policies and procedures
- Wear and use the protective equipment required by their employer
- Work and act in a way that won't hurt themselves or anyone else
- Report any hazards or injuries to their supervisor

Retrieved from: https://files.ontario.ca/posters/poster_prevention.pdf

SLIDE 12

Work Safe & Smart: Employers

Employers must:

- Make sure workers know about hazards and dangers by providing information, instruction and supervision on how to work safely
- Make sure supervisors know what is required to protect workers' health and safety on the job
- Create workplace health and safety policies and procedures
- Make sure everyone follows the law and the workplace health and safety policies and procedures
- Make sure workers wear and use the right protective equipment
- Do everything reasonable in the circumstances to protect workers from being hurt or getting a work-related illness

Retrieved from: https://files.ontario.ca/posters/poster_prevention.pdf

SLIDE 13

Work Safe & Smart: Supervisors

Supervisors must:

- Tell workers about hazards and dangers, and respond to their concerns
- Show workers how to work safely, and make sure they follow the law and workplace health and safety policies and procedures
- Make sure workers wear and use the right protective equipment
- Do everything reasonable in the circumstances to protect workers from being hurt or getting a work-related illness.

Retrieved from: https://files.ontario.ca/posters/poster_prevention.pdf

SLIDE 14

Focus Activity

Using the following website, find the answers to Module 5: Quiz 1 (Work Smart Ontario)

https://www.ontario.ca/page/ministry-labour-training-skills-development

SLIDE 15

Product Knowledge: Methods of Consumption

Image Source: Durham College, Medical Cannabis Fundamentals for Business Professionals

Watch this video for more information:

https://www.leafly.com/news/cannabis-101/the-complete-list-of-cannabis-delivery-methods

SLIDE 16

Focus Activity

Using the information in the previous slide and the video link describe which method of delivery you would recommend for various customers. Imagine you have a customer who has never experienced using cannabis but is looking for direction, what would you tell them about each of the delivery methods?

Reminder: Delivery Methods include Smoking, Vaporization, Oil/Spray, Edibles, Topical

SLIDE 17

Submodule 3: Social Stigma

Patients hide their medical cannabis use, fearing disapproval from others for reasons like:

1. *Lack of Social Acceptance*
2. *Legal Implications*
3. *Negative Health Effects*
4. *Addiction*
   - →1 in 11 patients become dependent, but rates can be higher based on age when use started and frequency of use
   - →Dependence: feeling unwanted side effects when consumption of cannabis has stopped, such as irritability, poor sleep, or restlessness

Bowen, P, Govender, R, Edwards, P and Cattell, K (2016) Internalised Stigma, Discrimination, Depression, Social Support And Disclosure Experiences Of HIV+ Workers In The South African Construction Industry. In: P W Can and C J Neilson (Eds.) *Proceedings of the 32nd Annual ARCOM Conference*, Manchester, UK, Association of Researchers in Construction Management, Vol 1, 579-588.
Photo credit: www.weedist.com/wp-content/uploads/2014/04/NIDAs-9-Percent-Cannabis-Addiction-Rate-is-98-Percent-BS-Weedist-640x443.jpg
Ko, Gordon D., Bober, Sarah L., Mindra, Sean, Moreau, Jason M., "Medical Cannabis: The Canadian Perspective", Journal of Pain Research 9 2016, 735-744

SLIDE 18

Focus Activity

How might you help a patient that comes into a store who is worried about social stigma? Consider being aware of their fears and concerns and then using facts and your own knowledge/experience what would you tell them?

SLIDE 19

Focus Activity

Please go back to the focus activity from the beginning of the module and use the K/W/L chart to record what you have **learned.**

K What I Know	W What I Want to Know	L What I Learned

SLIDE 20

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Module Five: K/W/L Focus Activity Chart

Name: _____

Directions: Use the attached K/W/L chart to record what you **Know** about workplace ethics and safety, what you **Want to Know**, and at the end of the module, what you have **Learned.**

K What I Know	W What I Want to Know	L What I Learned

Module Five: Work Smart Ontario Web Site Information Hunt Quiz

Student Name: _____

Directions: Use the following website to answer the questions below:
https://www.ontario.ca/page/ministry-labour-training-skills-development

1. What kind of workers are not covered by the Employment Standards Act? (circle all that apply)

a) retail workers
b) bank tellers
c) bartenders
d) actors
e) camp counsellors
f) radio broadcasters
g) daycare workers

2. What is the general hourly minimum wage? _____

List three (3) exceptions to this wage rate:

1) _____

2)_____

3)_____

3. List three (3) of the many rights and responsibilities that workers have under occupational health and safety law.

1)_____

2)_____

3)_____

4. Enter the minimum age for the following jobs:

a. factory worker _____ d. construction worker _____

b. window cleaner _____ e. logger _____

c. underground miner _____

5. After working seven hours without a break, Joseph was offered an unpaid lunch break of 20 minutes. List two (2) ways this situation is against the rules about breaks under the Employment Standards Act.

1) _____

2)_____

6. Give one example of each of the following types of hazards:
• Physical: _____

• Chemical: _____

• Biological: _____

• Ergonomic: _____

7. Who can be required to work on public holidays (name four (4) occupations), and what should they be paid?
1) _____

2) _____

3) _____

4) _____

They should be paid_____

_____

_____

8. After how many hours of work in one week must overtime pay be provided? _____

What is the weekly maximum number of hours an employee can be required to work without a written agreement? _____

How much should you receive per hour worked in overtime? _____

9. If you have a health and safety concern at work, who are you required to raise it to first? (circle one)

a) a co-worker

b) the Ministry of Labour

c) your parent/guardian

d) your supervisor or employer

e) an inspector

10. Brad makes $100 a week, and has been working at a restaurant for two years. His boss informs him that, although he is a good employee, he is no longer needed, and will be permanently laid off. How much termination pay, or how much notice, should Brad receive?

_____

11. Omar is 20 years old and works full-time at a factory making $9.00 per hour. One day his boss sends him home after he has worked only two hours. According to the minimum wage three hour rule, how much should Omar be paid?

_____

Total: /30

Module Five: Work Smart Ontario Web Site Information Hunt Quiz
(ANSWER KEY)

1. What kind of workers are not covered by the Employment Standards Act ? (Circle all that apply) [1 mark]

1. Retail workers
2. **Bank tellers**
3. Bartenders
4. Actors
5. Camp counsellors
6. **Radio broadcasters**
7. Daycare workers

Answers can be found at www.ontario.ca/ESAareyoucovered

2. What is the general hourly minimum wage? List three (3) exceptions to this wage rate: [1]

The general minimum wage is $11.25/hour effective October 1, 2015

- **students under 18 working 28 hours per week or less, or working during a school break or summer holiday**
- **employees who serve liquor**
- **homeworkers**

Answers can be found at: www.Ontario.ca/minimumwage

3. List three (3) of the many rights and duties that workers have under Ontario's Occupational Health and Safety Act. [3 marks]

- **Right to know about hazards on the job**
- **Right to participate in keeping the workplace safe**
- **Right to refuse unsafe work**
- **Duty to report hazards**
- **Duty to report injuries to supervisor**

Answers can be found at: www.labour.gov.on.ca/english/hs/pubs/ohsa/ohsag_irs.php

4. Enter the minimum age for the following jobs: [5 marks]

1. factory worker - **15 years old**
2. window cleaner - **18 years old**
3. underground miner - **18 years old**
4. construction worker - **16 years old**
5. logger - **16 years old**

Answers can be found at: www.labour.gov.on.ca/english/hs/min_age.php

5. After working seven (7) hours without a break, Joseph was offered an unpaid lunch break (eating period) of 20 minutes. List two (2) ways this situation is against the rules about breaks under the Employment Standards Act. [2 marks]

1. Must have a lunch break after 5 hours
2. Break must be 30 minutes

Answers can be found at: www.Ontario.ca/hoursofwork

6. Name four (4) general methods of controlling exposure to health hazards: [4 marks]

1. Engineering controls
2. Work and hygiene practices
3. Administrative controls
4. Personal protective equipment

Answers can be found at: www.labour.gov.on.ca/english/hs/faqs/hazards.php

7. Who can be required to work on public holidays (name four (4) occupations), and what should they be paid? [5 marks]

Employees in hotels, motels, tourist resorts, restaurants, taverns, hospitals, and nursing homes or a continuous operation (one which operates 24 hours a day and does not close or shut down more than once in each seven day period) may be required to work if the public holiday falls on a day that would otherwise be a regular working day for that employee and the employee is not on vacation.
They should be paid either their regular rate for the hours worked on the public holiday, plus a substitute day off work with public holiday pay, or public holiday pay plus premium pay for each hour worked during the holiday.

Answers can be found at: www.Ontario.ca/publicholidays

8. Fill in the blanks after each question: [3 marks]

1. After how many hours of work in one (1) week must overtime pay be provided? **__44__**
2. What is the weekly maximum number of hours an employee can be required to work without a written agreement? **__48__**
3. How much should you receive per hour worked in overtime? **__Time and a half__**

Answers can be found at: www.ontario.ca/overtime

9. Brad makes $100 per week, and has been working at a restaurant for two (2) years. His boss informs him that, although he is a good employee, he is no longer needed, and will be permanently laid off. How much termination pay, or how much notice, should Brad receive? [1 mark]

$200 or two weeks notice

Answers can be found at: www.Ontario.ca/terminationofemployment

10. Omar is 20 years old and works full-time at a factory making $12.00 per hour. One day, his boss sends him home after he has worked only two (2) hours. According to the minimum wage "three (3) hour rule," how much should Omar be paid? (Note: This answer will change when the minimum wage rate increases.) [2 marks]

Omar must be paid whichever of the following amounts is greater: the two hours worked at his regular hourly rate ($12.00/hour x 2 hours =$24.00) or three hours at the current minimum wage ($11.25/hour x 3 hours = $33.75). Omar is therefore entitled to $33.75.

Note: This answer will change when the minimum wage rate increases.

Answers can be found at: www.Ontario.ca/minimumwage

TOTAL SCORE: ___ out of 30

Module Five – Activity One: Checking Identification Infographic

AGCO Alcohol and Gaming Commission of Ontario

Responsible Service Tip Sheet: CHECKING ID

INFORMATION SHEET FROM THE ALCOHOL AND GAMING COMMISSION OF ONTARIO

In order to be valid, identification must:

- be issued by a government;
- be current (expired ID is not valid);
- include the person's photograph; and
- include the person's date of birth.

Note: By law, no one can be required to produce the Ontario Health Card, nor can the health number be collected. Licensees should not ask for the Ontario Health Card as identification, but if offered voluntarily you may accept it at your discretion.

Any ID meeting these requirements may be accepted.

Ontario Driver's Licence with a photograph

Front Face

Reverse Face

LCBO BYID photo card

Front Face

Reverse Face

Photo card issued under the *Photo Card Act*

Front Face

Front Face with age banner

Canadian Armed Forces Identification Card

Front Face

Reverse Face

Permanent Resident Card (Canadian)

Front Face

Secure Indian Status Card (Canadian)

Front Face

Canadian Citizenship Card with a photograph

Front Face

Reverse Face

(Valid only if issued before February 1, 2012)

Canadian Passport (issued after July 2013)

Cover

Inside

(Passports issued after July 1, 2013, are valid for either five or ten years, and have hard covers.)

Canadian Passport (issued prior to July 2013)

Cover

Inside

SPOTTING FAKE ID

It is important to provide an area with adequate lighting where ID will be checked; staff will be looking for alterations.

You may be required by the conditions of your liquor licence to check ID at the door to identify minors before they enter the establishment. Even if ID has been checked at the door, if your staff has any doubt about a patron's age, they must also ask for ID just prior to sale or service.

Take your time and examine the ID closely. Check the photo, (is this the person standing in front of you?), the birth date, and the expiry date.

Never accept ID without a photo. Hold the ID in your hands, rather than allowing the patron to flash it at you. If it is in any sort of a case, take it out.

Feel for extra thickness around the photo and the edge of the lamination. This may be an indication of a second photo placed on top of an original and re-laminated.

Look for consistency between numbers and letters. Are the numbers and letters consistent and the same thickness, weight, and colour? If they have been altered, they may be thicker, heavier, or darker.

SOME FEATURES OF ONTARIO'S DRIVER'S LICENCE

Driver's licences issued by Ontario's Ministry of Transportation include various security features.

The following features are common to all drivers' licences:

- The licence number starts with the first letter of the last name e.g., Jane Q. Public's licence number starts with a "P".
- The 9th and 10th number (separated by a dash) are the same as the last two numbers of the person's year of birth.
- The last two numbers indicate the day of birth.

Additional security features include:

- Raised laser-engraved secondary photo, signature and personal information on bottom right corner of the card.
- A fine line background of continuous Ontario logos that partly cover the borders of the photo.
- A machine-readable bar code containing licensee-related data on the reverse face of the card.
- Micro and rainbow printing.
- Ultraviolet features.

Ontario driver's licences and photo ID cards issued to individuals aged 16 to 18 will clearly show when card holders turn 19. The cards will have an "AGE 19" banner, followed by the exact date the card holder turns 19. The banner will be located near the bottom of the card, beside the date of birth.

CHECKING A DRIVER'S LICENCE

For more information, please contact AGCO Customer Service at 416-326-8700 or 1-800-522-2876 (toll-free in Ontario) or visit us online at **www.agco.ca**.

Module Five – Activity One: Checking Identification

Student Name: _____

Directions: Look closely at the above information from the AGCO and answer the following questions.

In order to be valid, identification must:

1._____

2._____

3._____

4._____

List 3 different IDs that are accepted:

1._____

2._____

3._____

What are 2 things you should look for to spot a fake ID?

1._____

2._____

Why should you hold the ID when checking it?

_____

_____

_____

What are 5 details on the Ontario Driver's Licence?

1. _____

2._____

3._____

4._____

5._____

Module Five – Activity One: Checking Identification (ANSWER KEY)

In order to be valid, identification must:
1. Issued by government
2. Be current
3. Include the person's photo
4. Include the person's date of birth

List 3 different IDs that are accepted
1. Driver's licence
2.LCBO BYID
3.Canadian armed forces care
Others: Permanent resident card; Canadian citizenship card; passport; photo card issued under the photo card act.

What are 2 things you should look for to spot a fake ID?
1. Extra thickness around the photo
2. Consistency between letters and numbers

Why should you hold the ID when checking it?
Holding it allows you to check closely and feel the card

What are 5 details on the Ontario Driver's Licence?
1. Ultraviolet links
2. Raised lettering
3. Protected secondary photo and signature
4. Age 19 banner
5. Machine readable barcode

Module Five – Activity Two: Injury At Work

Student Name: _____

Directions: The following steps are NOT in order. Try to put them in the correct sequence and then compare them with the WSIB poster.

Work together

We work with you and your employer to help you recover and return to work safely and at the right time.

Document

Tell your employer about your injury or illness. They investigate and keep a record of what happened.

Report to the WSIB
Employers must tell us within three days if an injury or illness happens. You can report by submitting Worker's Report of Injury/Illness (form 6).

Get medical help
Your employer is responsible for providing first aid. Go to the doctor or hospital if you need treatment. Your employer pays for your transportation.

Order:

1. _____

2. _____

3. _____

4. _____

Module Five – Activity Two: Injury At Work (ANSWER KEY)

IN CASE OF INJURY OR ILLNESS AT WORK

1 Get medical help

Your employer is responsible for providing first aid. Go to the doctor or hospital if you need treatment. Your employer pays for your transportation.

2 Document

Tell your employer about your injury or illness. They investigate and keep a record of what happened.

3 Report to the WSIB

Employers must tell us within three days if an injury or illness happens. You can report by submitting Worker's Report of Injury/Illness (form 6).

4 Work together

We work with you and your employer to help you recover and return to work safely and at the right time.

Questions? We're here to help.

Call us at: 1-800-387-0750 | TTY: 1-800-387-0050

For details visit **wsib.on.ca/reporting**

wsib ONTARIO

82 (0082C-02/18)

Module Six: Computer Essentials for Employment

Module Description:
Module Six provides an overview of the essential computer skills required to succeed in the cannabis industry. Content includes common computer shortcuts, email etiquette, Microsoft Word and Microsoft Excel. Module Six includes a variety of in-lecture question prompts, as well and two student activities.

Learning Objectives
By the end of this module you will be able to:

1. Use, Read and Send Business Emails with Appropriate Attachments
2. Demonstrate your ability to use Microsoft Word
3. Input Data and Navigate Microsoft Excel

SLIDE 1

SLIDE 2

SLIDE 3

SLIDE 4

SLIDE 5

Common Computer Shortcuts

BASIC SHORTCUT KEYS	
Alt + F	File menu options in current program
Alt + E	Edit options in current program
F1	Universal help (for all programs)
Ctrl + A	Select all text
Ctrl + X	Cut selected item
Shift + Del	Cut selected item
Ctrl + C	Copy selected item
Ctrl + Ins	Copy selected item
Ctrl + V	Paste
Shift + Ins	Paste
Home	Go to beginning of current line
Ctrl + Home	Go to beginning of document
End	Go to end of current line
Ctrl + End	Go to end of document
Shift + Home	Highlight from current position to beginning of line
Shift + End	Highlight from current position to end of line
Ctrl + ←	Move one word to the left at a time
Ctrl + →	Move one word to the right at a time

MICROSOFT® WINDOWS® SHORTCUT KEYS	
Alt + Tab	Switch between open applications
Alt + Shift + Tab	Switch backwards between open applications
Alt + Print Screen	Create screen shot for current program
Ctrl + Alt + Del	Reboot/Windows' task manager
Ctrl + Esc	Bring up start menu
Alt + Esc	Switch between applications on taskbar
F2	Rename selected icon
F3	Start find from desktop
F4	Open the drive selection when browsing
F5	Refresh contents
Alt + F4	Close current open program
Ctrl + F4	Close window in program
Ctrl + Plus Key	Automatically adjust widths of all columns in Windows Explorer
Alt + Enter	Open properties window of selected icon or program
Shift + F10	Simulate right-click on selected item
Shift + Del	Delete programs/files permanently
Holding Shift During Bootup	Boot safe mode or bypass system files
Holding Shift During Bootup	When putting in an audio CD, will prevent CD Player from playing

SLIDE 6

Practice: An Exercise in Shortcuts (Windows)

See if you can execute the following Shortcuts:

Control Button + Escape Button = Bring Up the Start Menu

Alt + Tab = Switch Between Open Applications (Make sure you have more than one program open in order to see the switch)

Select What You Want To Copy, Control + C = Copy Text/Images

Select Where You Want Text/Image to Go, Control + V = Paste Text/Images

Control + A = Select All (Useful for long documents!)

SLIDE 7

Shortcuts Across Platforms

Each Platform or Application has their own shortcuts. These can help you save time when working with computers. We will practice shortcuts as we discuss Microsoft Word and Microsoft Excel. Some examples of shortcuts you can use:

MS-Word shortcut keys (c..)

- Shift + F3: Change case (Upper/Lower/Title).
- Shift + Insert: Paste.
- F4: Repeat the last action performed (Word 2000+)
- F5: Open the find, replace, and go to window.
- Ctrl + Shift + F6: Opens to another open Microsoft Word document.
- F7: Spell and grammar check selected text and/or document.
- Shift + F7: Runs a Thesaurus (typeset) check on the word highlighted.
- F12: Save as.
- Shift + F12: Save.
- Ctrl + Shift + F12: Prints the document.
- Alt + Shift + D: Insert the current date.
- Alt + Shift + T: Insert the current time.
- Ctrl + F2: Display the print preview.
- Ctrl + Shift + F9: Remove the hyperlink of selected item.

MS-Excel shortcut keys

- **F2: Edit the selected cell.**
- **F5: Ask for a specific cell. For example, C6.**
- **F7: Spell check selected text and/or document.**
- **F11: Create chart in a new tab.**
- **Ctrl + Shift + ; – Enter the current time.**
- **Ctrl + ; – Enter the current date.**
- **Alt + Shift + F1: Insert New Worksheet.**
- **Shift + F3: Open the Excel formula window.**
- **Shift + F5/Ctrl + F: Bring up search box.**
- **Ctrl + A: Select all contents of the worksheet.**
- **Ctrl + B: Bold highlighted selection.**
- **Ctrl + I: Italic highlighted selection.**
- **Ctrl + K: Insert link.**
- **Ctrl + U: Underline highlighted selection.**
- **Ctrl + 5: Strike through highlighted selection.**

For a summary of all possible shortcuts, check this out: https://faculty.kfupm.edu.sa/EE/ibrahimh/misc/COMPUTER%20SHORTCUTS.pdf

SLIDE 8

Emailing

Common Email Accounts :

- Outlook (Hotmail, Live)
- Gmail
- Yahoo
- Aol Mail

Retrieved from: http://easyweb-afrique.com/en/news/item/59-key-points-to-remember-for-a-successful-emailing-campaign

Who Has an Account?
Let's focus on Outlook and Gmail

SLIDE 9

How to Sign in and Compose a Message

Outlook: https://www.microsoft.com/en-us/outlook-com/

Gmail: https://www.google.com/gmail/about/

Step 1: Click "New Mail" or "Compose" Message.

Step 2: Type the recipient's email address in the To box. Enter multiple addresses by separating them with a comma. NOTE: If the person is in your Address Book, you can just start typing the email address (or the name you've entered as their "Display Name") and a list of choices will appear. Just choose the correct one from the list.

Step 3: In the CC box (carbon copy) type the email addresses you want to receive a copy of the email. (A recipient who is CC'd is able to see and correspond with the other recipients of the message).

Step 4: In the BCC box (blind carbon copy) type the email addresses you want to receive a copy of the email. (The email addresses of recipients who are BCC'd will not appear in the headers of the message).

SLIDE 10

How to Sign in and Compose a Message (Cont)

Step 5: Type a brief description of the email message in the Subject box. For example, if you're sending out a recipe for oatmeal cookies, the subject might be "My oatmeal cookies recipe".

Step 6: Type the body of the email message.

Step 7: If you wish to add a signature to your email, select one from the Signature pull-down menu.

Step 8: If you wish to attach files to this message, use the Browse buttons at the bottom of the page to choose files from your hard drive. You can include up to three attachments with a message.

Step 9: If you want to send your email message now, click Send.

Step 10: If you want to send your email message later, or work on it more at a later time, click Save as a draft and you'll be able to retrieve it from the Drafts folder later.

SLIDE 11

Adding Attachments

Outlook:

Step 1: Create a message.
Step 2: On the Insert tab, click Attachments and select a file or folder.

Gmail:

Step 1: Open Gmail in your browser, then click Compose to create a new message.
Step 2: Near the bottom of the new-mail window, locate and click the Google Drive icon. You can also attach documents, pictures, etc. from anywhere on your computer.
Step 3: Now you'll see the contents of your Google Drive. Choose one or more files, then select the Attachment option in the bottom-right corner.

SLIDE 12

Email Etiquette

SLIDE 13

Microsoft Word

The Word Interface

Word 2016 is similar to Word 2013 and Word 2010. If you've previously used either version, then Word 2016 should feel familiar. But if you are new to Word or have more experience with older versions, you should first take some time to become familiar with the **Word 2016 interface**.

When you open Word for the first time, the **Start Screen** will appear. From here, you'll be able to create a **new document**, choose a **template**, and access your **recently edited documents**. From the **Start Screen**, locate and select **Blank document** to access the Word interface.

SLIDE 14

Microsoft Word

SLIDE 15

Microsoft Word Ribbon

Word uses a **tabbed Ribbon system** instead of traditional menus. The **Ribbon** contains **multiple tabs**, which you can find near the top of the Word window. Each tab contains several **groups of related commands**. For example, the Font group on the Home tab contains commands for formatting text in your document. Some groups also have a **small arrow** in the bottom-right corner that you can click for even more options.

SLIDE 16

Tell Me Feature

If you're having trouble finding command you want, the **Tell Me** feature can help. It works just like a regular search bar: Type what you're looking for, and a list of options will appear.

SLIDE 17

Text Basics

SLIDE 18

Text Basics: Activity One

To Practice Text Basics, Please Complete Module Six Activity One

SLIDE 19

Spell Check

SLIDE 20

Microsoft Excel

SLIDE 21

Cell Basics in Excel

Whenever you work with Excel, you'll enter information—or content—into cells. Cells are the basic building blocks of a worksheet. You'll need to learn the basics of cells and cell content to calculate, analyze, and organize data in Excel.

Understanding Cells: Every worksheet is made up of thousands of rectangles, which are called **cells**. A cell is the **intersection** of a **row** and a **column**. In other words, it's where a row and column meet.

Columns are identified by **letters (A, B, C)**, while rows are identified by **numbers (1, 2, 3)** Each cell has its own **name**—or **cell address**—based on its column and row. In the example below, the selected cell intersects **column C** and **row 5**, so the cell address is **C5**.

SLIDE 22

Excel Challenge

1. Open **Excel**.
2. Click **Blank Workbook** to open a new spreadsheet.
3. Change the **Ribbon Display Options** to **Show Tabs**.
4. Using the **Customize Quick Access Toolbar**, click to add **New**, **Quick Print**, and **Spelling**.
5. In the **Tell me bar**, type the word **Color**. Hover over **Fill Color** and choose **yellow**. This will fill a cell with the color yellow.
6. Change the worksheet view to the **Page Layout** option.

When you're finished, your screen should look like this:

SLIDE 23

Cell Basics

Note that the cell address also appears in the **Name box** in the top-left corner, and that a cell's **column** and **row headings** are **highlighted** when the cell is selected.

You can also select **multiple cells** at the same time. A group of cells is known as a **cell range**. Rather than a single cell address, you will refer to a cell range using the cell addresses of the **first** and **last** cells in the cell range, separated by a **colon**. For example, a cell range that included cells A1, A2, A3, A4, and A5 would be written as **A1:A5**. Take a look at the different cell ranges below:

Cell Range **A1:A8**

SLIDE 24

Cell Content

Any information you enter into a spreadsheet will be stored in a cell. Each cell can contain different types of content, including text, formatting, formulas, and functions.

1. Text: Cells can contain text, such as letters, numbers, and dates.
2. Formatting attributes: Cells can contain formatting attributes that change the way letters, numbers, and dates are displayed. For example, percentages can appear as 0.15 or 15%. You can even change a cell's text or background color.
3. Formulas and functions: Cells can contain formulas and functions that calculate cell values. In our example, SUM(B2:B8) adds the value of each cell in the cell range B2:B8 and displays the total in cell B9.

	A	B	C
1	Date	Sales	Percentage of Total
2	4/4/16	93	0.71
3	4/5/16	42	0.78
4	4/6/16	46	0.86
5	4/7/16	73	0.28
6	4/8/16	12	0.49
7	4/9/16	24	0.65
8	4/10/16	19	0.57

1

	A	B	C
1	Date	Sales	Percentage of Total
2	April 4, 2016	$93.00	71%
3	April 5, 2016	$42.00	78%
4	April 6, 2016	$46.00	86%
5	April 7, 2016	$73.00	28%
6	April 8, 2016	$12.00	49%
7	April 9, 2016	$24.00	65%
8	April 10, 2016	$19.00	57%

2

	A	B	C
1	Date	Sales	Percentage of Total
2	April 4, 2016	$93.00	71%
3	April 5, 2016	$42.00	78%
4	April 6, 2016	$46.00	86%
5	April 7, 2016	$73.00	28%
6	April 8, 2016	$12.00	49%
7	April 9, 2016	$24.00	65%
8	April 10, 2016	$19.00	57%
9	Weekly Sales	$309.00	

3

SLIDE 25

Focus Question

If I wanted to copy and paste cell content from one cell to another cell, what keyboard shortcut would I use?

SLIDE 26

Excel Test for Interviews

8 of the most common interview questions using Excel:

1. How do you make entire row bold or italic with different colour?
2. How do you make entire row with a different background colour?
3. How do you create totals quarterly?
4. How do you to create grand totals?
5. How do you sort data alphabetically (and other sorting methods)?
6. How do you group data based on categories?
7. How do you insert a chart?
8. BONUS: How do you project a revenue increase?

SLIDE 27

Review of the Interview Questions for Excel

SLIDE 28

Let's Practice!

Start by opening a blank excel workbook and entering the following data. Once completed, answer the questions in Module Six, Activity Two.

	A	B	C	D	E	F
1	Category	Description	Q1	Q2	Q3	Q4
2	Supplies	Wireless Chargers	$ 5,700.00	$ 5,301.00	$ 5,407.02	$ 6,270.00
3	Supplies	Apple Screen Protector	$ 3,755.00	$ 3,492.15	$ 3,561.99	$ 4,130.50
4	Electronics	Alexa Voice Remote	$ 2,750.00	$ 2,557.50	$ 2,608.65	$ 3,025.00
5	Electronics	Amazon Echo	$ 7,550.00	$ 7,021.50	$ 7,161.93	$ 8,305.00
6	Electronics	Fire Tablet	$ 7,550.00	$ 7,021.50	$ 7,161.93	$ 8,305.00
7	Electronics	HP Pavilion Monitor	$ 4,237.00	$ 3,940.41	$ 4,019.22	$ 4,660.70
8	Electronics	Batteries	$ 3,468.00	$ 3,225.24	$ 3,289.74	$ 3,814.80
9	Electronics	Play Station	$ 2,400.00	$ 2,232.00	$ 2,276.64	$ 2,640.00
10						
11						

SLIDE 29

Additional Help

For additional computer help, please visit:
GCF Learn Free
https://edu.gcfglobal.org/en/

SLIDE 30

Focus Activity

Please go back to the focus activity from the beginning of the module and use the K/W/L chart to record what you have **learned.**

K What I Know	W What I Want to Know	L What I Learned

SLIDE 31

References

- GCF Learn Free. Available at: https://edu.gcfglobal.org/en/
- Computer Essentials Image. Retrieved from: https://sites.google.com/site/missddones/computer-essentials?overridemobile=true
- Common Computer Shortcuts. Retrieved from: https://www.askideas.com/windows-mac-ms-office-excel-and-other-common-computer-shortcut-keys/
- How To Pass Excel Test. Retrieved from: https://www.youtube.com/watch?v=6J4U-dXYPqA

Module Six: K/W/L Focus Activity Chart

Name: _____

Directions: Use the attached K/W/L chart to record what you **Know** about computers in the workplace, what you **Want to Know**, and at the end of the module, what you have **Learned.**

K What I Know	W What I Want to Know	L What I Learned

Module Six – Activity One: Text Basics Challenge Practice Document

H_2O Mobile's

UNLIMITED WASH CLUB

H_2O Signature Detail Plan $84.99/mo

Includes:

Fragrance
Hand wax
Wax and buff
Hand wash and dry vehicle, including tires, rims, wheel wells, and door jambs
Interior vacuum
Dust
Deodorize
Windows Inside & Out

H_2O Signature Wash Plan $79.99/mo

Hand wash and dry vehicle, including tires, rims, wheel wells, and door jambs
Interior vacuum
Dust
Deodorize
Windows Inside & Out

For more details, contact Hank Odum at 321-555-5400 or hank@H2Omobile.com

Prices may vary depending on size of vehicle. Heavily soiled vehicles are subject to an additional charge

Just leave the details to us

H_2O Mobile Wash & Valet |

Module Six – Activity One: Text Basics Challenge

Student Name: _____

Directions: Use the document above (practice document) and complete the following instructions.

1. Place the insertion point at the top of the document and type **Now Introducing...**
2. Use your arrow keys to move the insertion point to the **Signature Detail Plan's** price and change it to **$99.99/mo**.
3. At the bottom of the document, use **drag and drop** to move **Just leave the details to us** to the end of the last line.
4. At the end of the line you just moved, insert the **trademark symbol**. If you cannot find the trademark symbol, insert a different symbol of your choice.
5. When you're finished, your document should look something like this:

Now Introducing...

H_2O Mobile Wash & Valet

H_2O Mobile's

UNLIMITED WASH CLUB

H_2O Signature Detail Plan **$99.99/mo**

Includes:

Fragrance
Hand wax
Wax and buff
Hand wash and dry vehicle, including tires, rims, wheel wells, and door jambs
Interior vacuum
Dust
Deodorize
Windows Inside & Out

H_2O Signature Wash Plan **$79.99/mo**

Hand wash and dry vehicle, including tires, rims, wheel wells, and door jambs
Interior vacuum
Dust
Deodorize
Windows Inside & Out

For more details, contact Hank Odum at 321-555-5400 or hank@H2Omobile.com
Prices may vary depending on size of vehicle. Heavily soiled vehicles are subject to an additional charge.

H_2O Mobile Wash & Valet | Just leave the details to us™

Module Six – Activity Two: Excel Interview Test

Student Name: _____

Directions: Enter the following data into a blank excel workbook and complete the following questions as seen in the Excel Interview video.

	A	B	C	D	E	F
1	**Category**	**Description**	**Q1**	**Q2**	**Q3**	**Q4**
2	**Supplies**	Wireless Chargers	$ 5,700.00	$ 5,301.00	$ 5,407.02	$ 6,270.00
3	**Supplies**	Apple Screen Protector	$ 3,755.00	$ 3,492.15	$ 3,561.99	$ 4,130.50
4	**Electronics**	Alexa Voice Remote	$ 2,750.00	$ 2,557.50	$ 2,608.65	$ 3,025.00
5	**Electronics**	Amazon Echo	$ 7,550.00	$ 7,021.50	$ 7,161.93	$ 8,305.00
6	**Electronics**	Fire Tablet	$ 7,550.00	$ 7,021.50	$ 7,161.93	$ 8,305.00
7	**Electronics**	HP Pavillion Monitor	$ 4,237.00	$ 3,940.41	$ 4,019.22	$ 4,660.70
8	**Electronics**	Batteries	$ 3,468.00	$ 3,225.24	$ 3,289.74	$ 3,814.80
9	**Electronics**	Play Station	$ 2,400.00	$ 2,232.00	$ 2,276.64	$ 2,640.00
10						
11						

1. Make Row 5 Bold or Italic, using a different colour
2. Make an entire row have a different background colour
3. Create totals for each quarter (C-F represent the sales data)
4. Create a grand total for the entire year
5. Sort your data alphabetically
6. Group your data based on categories
7. Insert a chart of your data
8. Project a revenue increase quarter to quarter

Module Six – Activity Two: Excel Interview Test (ANSWER KEY)

***Make sure that when participants are entering the data into a blank excel spreadsheet that they are not individually inputting the formatting of dollar signs ($) and decimals (.) when putting in the numbers. You can inform them that they can click the "$" symbol at the top middle of the ribbon which formats in the 'Accounting Number Format" and they can drag this to where needed.*

1) How to make entire row bold or italic with different colour
   - Row 5 – click on the row 5 and it selects the entire row to infinity. All the cells beyond that will also be selected with this formatting. OR – select the area you are interested in (A to F)
   - Italics, Bold And "Font Colour" Button to change the colour
     Note: Be sure to think about how colour will look on the screen AND for printing

2) How to make entire row with a different background colour
   - Select the row (remember there are multiple ways to select as learnt in step 1)
   - Click background colour (paint bucket)
   - Select the colour you want to use
     Note: Do NOT use the same colour as your heading

3) How to create totals for each quarter (C-F represent the sales data)
   - Highlight the row below where the numbers stop
   - Click "AutoSum" button
   - Excel will highlight the area on top with the numbers using its own intelligence system to choose what to sum
   - Click the enter button
   - If the area needs to be different – you can do it manually. Click and drag to select the required area.
   - We can use the copy button to paste the formula (copy paste buttons are on the top left)
   - Be sure to label your column "Total" and extend the formatting
   - To extend the formatting, highlight the area, click the button at the top left that looks like all the little squares and select "All Borders" to maintain formatting of the borders

4) How to create total for entire year
   - We want to add another column. Copy the Q4 cell by clicking copy and paste to the column “G” (the reasoning for copying is so that the formatting remains consistent, however the “Q4” can be deleted and changed to represent the accurate label)
   - Label it “Year” and extend the size of the column (by manually extending the column or double clicking the right side of it)
   - Use the sum function but use it for every row individually first
   - Calculate the sum for “Wireless chargers”, then for “Apple Screen Protector” etc.
   - We can use the same copy and paste technique to paste the formula into the selection once we highlight it
   - Calculating the total for the whole year: click auto sum again and it will provide us with a grand total
   - Don’t forget to label it “Total:” and format it by selecting the squares button we used earlier at the top left and adding the borders by selecting “All Borders”

5) How to sort data alphabetically (and other sorting methods)
   - Select entire area to sort (entire cells)
   - Click “Sort & Filter” button at the top right
   - Select “Custom Sort” – Sort by … “Description”, then “Cell Values”, then select from “A-Z”
   - Click OK – values should be sorted from A to W

6) How to group data based on categories
   - Select all, or select just the first row and click the “Sort & Filter” button
   - Click “Filter” which adds drop down buttons to each row
   - Click one of the drop down buttons and select the options you want to see – this allows us to see only some things we are working on and to hide others
     Note: To clear the filter – select “Clear Filter From Description”
   - To group the data into categories (in our example “Supplies” and “Electronics” are under “Category”), we go under the “Category” drop down button and we can select what we want to see by clicking and unclicking the check boxes. If we only want to look at “Electronics”, we unselect “Supplies” and vice versa

7) How to insert a chart
   - The best way to do this is to select the entire area that the chart is to be built for
   - Go to the “Insert” tab on the top ribbon and click “Recommended Charts”. You will have more options on the left hand side that you can scroll through
   - Click “OK” to insert the chart
   - Drag and drop to move the chart – practice expanding and resizing your chart
   - The chart will list the categories, and our sales values for the quarters and every bar represents every separate quarter
   - We can change the chart title by clicking on it. Change your title to “Annual Sales” and then click off of it to save
   - If you want to delete the chart, select it and click the delete button on your keyboard
   - Practice this now

8) How would you project a revenue increase quarter to quarter. We start with quarter 1. Quarter 2 should show a 7% increase from quarter 1. Quarter three shows a 7% increase from quarter two etc.

How do you do this?

- Clear the data from Q2 to Q4
- In cell “D2”, start inputting a formula by typing the = (“equals sign”) and then the formula. For this particular formula you will type the following: = then click C2 to add C2 to your formula. Now you should have: =C2. Then you need to type: *1.07. So the final formula will look like: =C2*1.07
- Why 1.07? 1 multiplies by the previous values (if we multiply by one, we will get exactly $5700.00 but 0.7 is the 7% increase for the Q1 value.) Hit enter and you should get $6099.00. Copy and paste the formula into the following rows in Q2. You can also copy all the Q2 and paste it into Q3 and Q4 in order to copy the formula. This calculates Q3 based on Q2, and Q4 off of Q3

Related Certifications and Resources

The following certifications will assist learners in improving their employability within the cannabis field. These certifications have been identified by employers as beneficial to accent an application to various positions within the cannabis industry.

CannSell

- CannSell is the only cannabis retail training program approved by the AGCO for cannabis retailers in Ontario. Developed in partnership with MADD Canada, all Ontario cannabis retail employees, holders of retail store authorizations, and holders of cannabis retail manager licenses are required to complete the CannSell training program before their first day of work.
- Cannsell is available as a 4 hour online course and is available at: https://learn.cannsell.ca/

Workplace Hazardous Materials Information System (WHMIS)

- WHMIS certification is especially useful for those who are interested in entering the agriculture industry within cannabis employment. WHMIS may be required due to the fact that employees may be required to spray or dust plants with insecticides and fungicides and need to adhere to health and safety requirements, ensuring proper PPE is utilized. Additionally, those employees working within the sanitation industry will be required to obtain WHMIS in order to safely use chemical cleaners, and adhere to all safety and processing procedures while maintaining a clean and safe workplace.
- WHMIS certifications are generally renewed annually, and are available through the CCOHS at: https://www.ccohs.ca/products/courses/whmis_workers/

Safe Food Handling

- Safe Food Handling will be required for all individuals who wish to work with cannabis edibles. The importance of safe food handling procedures is especially pertinent to the cannabis industry due to the many individuals who use these edible products medicinally who may be immunocompromised. If you are involved in preparing and selling cannabis edibles, Safe Food Handling would be an appropriate certification to obtain.
- Safe Food Handling courses are offered through the various Health Departments. Please contact your local regional health department to obtain information about registration. You can look them up at: www.health.gov.on.ca

Job Search, Resume and Interview Skills

- For job search help, interview skills training and resume assistance, visit your local Employment Ontario office. Find out more at: www.ontario.ca

Job Postings

For marijuana related job postings, check out the Marijuana Job Board at: www.marijuana.ca, https://careerscannabis.com/ or visit www.indeed.ca by searching “cannabis”

Other Cannabis Resources:

- Cannabis Health and Wellness Resources: https://www.durham.ca/en/health-and-wellness/cannabis.aspx

WANT TO LEARN MORE? FOLLOW UP WITH CANNABIS EDUCATION PROGRAMS

Additional Cannabis Educational Programs

The course youhave just participated in is only an Introduction to the diverse and growing Cannabis Industry. Check out any of the following Cannabis Education Programs to Increase Your Knowledge!

Durham College
Cannabis Industry Specialization Program

Seneca College
Cannabis Regulation and Quality Assurance Program

Niagara College
Commercial Cannabis Production Program

Loyalist College
Cannabis Applied Science Program

Fanshawe College
Medicinal Cannabis Program

Glossary of Terms

ACMPR: Access to Cannabis for Medical Purposes Regulations created in 2016 – blended the commercial production of medical cannabis launched via the MMPR, with the ability for medical patients to legally grow their own cannabis at home (MMAR).

Bill C-45: Also called the Cannabis Act, this (as of October 17, 2018) provides legal access to medical and recreational cannabis, and controls and regulates its production, distribution and sale. The objectives of the Act are to prevent young people from accessing cannabis, to protect public health and safety by establishing strict product safety and product quality requirements, and to deter criminal activity by imposing serious criminal penalties for those operating outside the legal framework. The Act is also intended to reduce the burden on the criminal justice system in relation to cannabis.

Cannabaceae: A family of about 170 different types of flowering plants (related to roses), of which cannabis, hops and hemp are members.

Cannabinoid: One of a class of diverse chemical compounds that acts on the cannabinoid receptors within the endocannabinoid system.

Cannabis Act: Also referred to as Bill C-45 (see above).

CBD (Cannabidiol): Type of cannabinoid known for lessening the psychoactive effects of THC; often used to ease various types of pain. Produced from cannabis as well as hemp.

Cultivator: An entity licensed to cultivate, process, and package cannabis, to deliver cannabis to cannabis establishments, and to transfer cannabis to other cannabis establishments, but not to consumers

Edibles: Cannabis products such as brownies or beverages, that have been infused with cannabis extracts or concentrates, all of which contain active ingredients such as tetrahydrocannabinol (THC) and cannabidiol (CBD)

Extractions: The different processes by which cannabinoids within the plant can be extracted for use. These processes include alcohol extraction, butane hash oil extraction, etc.

Entourage effect: The interactive synergy among the active compounds of cannabis, including terpenes.

FDA: The Food and Drugs Act is an act of the Parliament of Canada regarding the production, import, export, and transport across provinces and sale of food, drugs, contraceptive devices and cosmetics.

Hemp: A woody type of cannabis used for its fibre and oil (primarily CBD).

Indica: A sub-species of cannabis that grows best in temperate climates and is high in CBD. Currently there are 636 known strains of indica.

Licensed Producer: An individual or corporation that possesses a Health Canada-issued license to grow, harvest, trim, cure, and package and sell cannabis.

Marijuana: Typically used as a slang term for cannabis.

Medicinal Cannabis: Medical cannabis is only available legally with a medical document from a doctor or nurse practitioner, and for those with a qualifying ailment, through licensed sellers and Health Canada-approved at-home cultivation.

MMAR: Marihuana Medical Access Regulations created in 2001 – marked the legalization of medical cannabis in Canada.

MMPR: Marihuana for Medical Purposes Regulations created in 2013 – introduced the commercial production of medical cannabis.

Psychoactive: Mind altering properties. Drug that affects the mind or behaviour.

Ruderalis: An auto-flowering strain of cannabis (it flowers based on its age rather than based on light levels) that grows best in northern climates. It contains very little THC and CBD and is not used medicinally. It is typically only used to hybridize other types of cannabis to create strains that are easier to grow.

Sativa: A sub-species of cannabis that grows best in equatorial regions and is high in THC. There are currently 422 known strains of sativa.

Strain: A hybrid (cross-bred) form of cannabis. There are over 1,000 known strains, each with its own combination of THC, CBC, terpenes and flavonoids.

Terpenes: A large and diverse class of organic compounds produced by a variety of plants, as well as some insects and invertebrates; responsible for the aroma and taste of cannabis.

THC (Delta-9-Tetrahydrocannabinol): A type of cannabinoid that causes the psychoactive or "high" feeling.

Topicals: Cannabis products such as lotions, balms, and oils that are used for pain relief

Vaping: Short form of the word "vaporization"; a popular method of using cannabis that does not burn at temperatures as high as those involved in smoking.

https://www.neha.org/sites/default/files/eh-topics/food-safety/Cannabis-101-Glossary-Related-Terms.pdf
https://www.leafly.com/news/cannabis-101/glossary-of-cannabis-terms
https://ocs.ca

Appendix A

Pathways to Employment in the Cannabis Industry

Pre/Post Test

Name: _____

Directions: This test is to be administered prior to the course and again at the completion. This is meant to be a diagnostic and reflection tool for the instructor and students.

1. Are you familiar with the 3 types of cannabis?
   Yes
   No
   If yes, list them here: _____

2. Have you heard of CBD & THC?
   Yes
   No

   Give a definition if you can:
   _____
   _____

3. Do you know what Terpenes and flavonoids are?
   Yes
   No

   Give a definition if you can:
   _____
   _____

4. Do you know how much Cannabis someone allowed to purchase at one time?
   Yes
   No
   If yes, state the amount: _____

5. What is the legal age to purchase and use cannabis?
   Yes
   No
   If yes, what is the age? _____

6. Are you aware of some of the employment opportunities available to you in the cannabis industry?
   Yes
   No
   If yes, list them:
   _____
   _____

7. Have you had experience in retail math? (Percentages, conversions, taxes, etc) and do you feel confident in your skills?
   Yes
   No
   If so, explain:
   _____
   _____

8. Have you ever sent an email with an attachment?
   Yes
   No

9. Have you used Excel?
   Yes
   No

10. Could you create a table/chart in Excel or Word?
    Yes
    No

11. Do you feel confident and prepared for employment in the cannabis sector?
    Yes
    No
    Explain:
    _____
    _____
    _____

12. Are you aware of any other training opportunities available to you?
    Yes
    No
    If yes, list them:
    _____
    _____
    _____

Appendix B
Student Satisfaction Survey

Name: _____ _____ (first and last)

Please take a few moments to complete this survey. Your opinion will help us improve your program. Please circle the 1 to 5 below to show your answer

1. On a scale of 1 to 5, how likely are you to recommend this LBS program to someone looking for similar services?

1	2	3	4	5
Strongly Not Recommend	*Rather Not Recommend*	*No General Opinion*	*Generally Recommend*	*Strongly Recommend*

2. As a result of participating in this LBS program, do you think your employment situation will improve?

1	2	3	4	5
Strongly Not Recommend	*Rather Not Recommend*	*No General Opinion*	*Generally Recommend*	*Strongly Recommend*

3. As a result of participating in this LBS program, do you think you are better prepared to find and maintain employment?

1	2	3	4	5
Strongly Not Recommend	*Rather Not Recommend*	*No General Opinion*	*Generally Recommend*	*Strongly Recommend*

4. As a result of participating in this LBS program, do you think that you have developed and/or increased skills?

1	2	3	4	5
Strongly Not Recommend	*Rather Not Recommend*	*No General Opinion*	*Generally Recommend*	*Strongly Recommend*

General Feedback on Course and/or Instructor:

_____
_____
_____
_____
_____
_____
_____

CERTIFICATE *of* ACHIEVEMENT

THIS ACKNOWLEDGES THAT

Recipient Name

HAS SUCCESSFULLY COMPLETED THE

Pathways to Employment in the Cannabis Industry Program

MONTH, DAY
YEAR

SIGNED, *Signatory Name*, Signatory Title

YOUR LOGO HERE