



December 2013

Educative outcome	This activity can be used to explore students' current knowledge of cannabis and bust myths they may have. It highlights the difficulties in predicting the impact cannabis will have on an individual by presenting information that can be described as fact, probable, possible and fiction
Task	Students classify cannabis statements into four categories: fact, probable, possible or fiction
Duration	Flexible. 30 minutes to 50 minutes (depending on complexity of the task alternative teaching strategies and extensions)
Materials	<ul style="list-style-type: none"> Worksheets, cut up into cards for students where appropriate

Introduction:

The teacher introduces the activity with a discussion about how cannabis can have different impacts for different people. This activity considers a range of statements about cannabis that might be fact or fiction, or be somewhere in between. The teacher writes four columns on the board and asks students to help to define each of the categories. For example:

Fact	Probable	Possible	Fiction
Something that is always the case, can be shown scientifically over and over again, never changes	Likely to be the case, usually occurs	Can occur but is unlikely	Something that is untrue, a myth
100% possibility	More than 50% likely	Less than 50% likely	0% possibility

Activity:

- Students are divided into small groups or pairs
- Each group is given between three and five statements from worksheet 1 (depending on time restrictions) that they need to discuss (overlap between groups is encouraged). They are given five to 10 minutes to decide which category the statements could fit into and to provide an explanation or justification for choosing that category
- Repeat the activity, changing the groups or statements
- Teacher facilitates a class discussion, eliciting responses from groups and comparing answers between them
- To take the activity further – students can choose one of their statements to research as a homework activity (use worksheet 2)
- The activity finishes with a whole of class discussion reflecting on the information learned and shared

Summary and concluding remarks:

The teacher reminds the class that there are many things about cannabis that science is unsure about and that it is a complex substance. How it affects different individuals (or even the same individual on different occasions) can vary and everyone needs to be aware of the possible risks and effects it can have.

Self-reflection after this activity can involve students (re-) evaluating some of their own beliefs about cannabis. See worksheet 4 if desired.

Alternatives

- Four categories (fact, probably, possible and fiction) are set up around the room and every student is given all the statements and asked to place them in the category that they think they belong to. The statements are then reviewed in a class discussion (use worksheet 5)
- Four categories (fact, probably, possible and fiction) are set up around the room. The teacher reads out a statement and asks students to move toward which corner they believe the statement belongs to (working in small teams to decide before moving can ensure students are not following others without thinking the statement through). Use worksheet 5

Extensions

- Ask students to assess the credibility of the statement. For example, where does this statement come from? (E.g. media or factsheets etc.) And is it as simple as being true or false?
- Students can structure a debate regarding one of the statements as to whether it is possible or probable



<p>Key messages for communication</p>	<ul style="list-style-type: none"> • Most young people do not try or use cannabis • Using cannabis can have unwanted physical, social and emotional consequences. These can be immediate, short- or long-term • Attitudes, values and beliefs vary among individuals and communities • Age of first use, quantity used and frequency of use strongly influence long-term patterns of use, health outcomes and potential dependence • Cannabis is illegal in Australia • Accessing credible information about cannabis is essential to making informed decisions
<p>Activity Overview</p>	<ul style="list-style-type: none"> • This activity can be used to explore students’ current knowledge of cannabis and as well as a ‘myth-buster’ activity. It highlights the difficulties in predicting the impact cannabis will have on an individual by presenting information that can be described as fact, probable, possible and fiction

For more information please access these NCPIC fact sheets and other resources

- [Clearing the smoke website and educators kit](#)
- [What is cannabis? Factsheet](#)
- [Fast facts on cannabis](#)
- See also: *Information for Teachers* in this package (downloadable PDF on website)

