

Educative outcome	At the end of this session students will be able to identify a range of impacts and accurately classify them as psychological, biological and social impacts and understand that cannabis can impact an individual's health in multiple ways
Task	Students read the young people's stories available on the NCPIC website and identify biological, social and psychological impacts of cannabis use
Duration	Flexible. 20 to 50 minutes
Materials	<ul style="list-style-type: none"> Computers with internet access Worksheet 1: young people's stories – one per group if no computers with internet access are available Worksheet 2: student worksheet – one per group to document answers Worksheet 1: young people's stories – one per group with answers separated/ removed if using extension activity

Introduction:

Explain that the aim of this activity is to help students accurately identify possible biological, psychological and social impacts of cannabis use.

Introduce the bio-psycho-social model of health and the interaction between a person's physical, mental and social state on their overall wellbeing. These can be written up on a white board and discussed. For example:

Biological	Psychological	Social
<i>Physical and physiological responses. For example, decreased heart rate</i>	<i>Feelings, emotions, thoughts and behaviours. For example, feeling sad and crying</i>	<i>Interactions with others, relationships, legal issues, work, school, sport etc. For example, being part of a football team</i>

Teachers explain that cannabis can affect the body, mind and social life of an individual.

Activity:

NOTE: This activity has been designed as an online activity. It uses stories by young people from the NCPIC website and includes some facts and further information relevant to each story that can be explored. However, this activity can be conducted using the hard copies included in the worksheets if computer access is not available.

- Open the following URL: www.ncpic.org.au/youngpeople/stories
- Ask each student or pair of students to focus on one of the nine stories
- The story is read along with its accompanying questions and answers
- The students then consider the biological impacts, psychological impacts and social impacts related to the story and documents these on worksheet 2
- Students share their work and discuss

Summary and concluding remarks:

- Whole of class discussion and reflections

Possible questions:

- What did you learn that was new from the story?
- Which impacts do you think are the most concerning?
- Which story had the most impact on you?

Alternatives

- After hearing each of the stories, ask students to rank which stories are of most concern to them and why

Extensions

- Students are given printed copies of the stories and associated questions (with the answers missing) and attempt to answer these questions by using the NCPIC website
- Ask students to classify the impacts further into short- and long-term consequences

