



Activity List

1. Prevalence

- 1A: How many out of 10?
- 1B: Mix and Mingle

2. Facts about Cannabis

- 2A: Quiz (Clearing the Smoke)
- 2B: Noughts and Crosses
- 2C: Expert group: What's a fact?

3. Impacts, Consequences and Variables

- 3A: Bio-psycho-social impacts
- 3B: Bio-psycho-social consequences – Young people's stories
- 3C: Warning label
- 3D: What influences drug use?
- 3E: Refusal strategies

4. Helping and resources

- 4A: Helping someone in a crisis
- 4B: Mates help Mates (from MAKINGtheLINK)

Summary of Classroom Activities

1. Prevalence

Activity 1A: How many out of 10?

This activity focuses on statistics about alcohol and other drug use in Australia, with an emphasis on cannabis use among young people. This activity normalises non-use and focuses information on the large majority of people who do not try or use cannabis. It uses data from the *National Drug Strategy Household Survey Report 2010* and the *Australian secondary school students' use of tobacco, alcohol, and over-the-counter and illicit substances in 2011*.

Key message	<ul style="list-style-type: none"> Most young people do not use cannabis
Task	<ul style="list-style-type: none"> Students estimate how many people in Australia use various substances by standing on a continuum from 1-10
Educative outcomes	At the completion of this activity, students will demonstrate increased knowledge of normative data relating to cannabis, alcohol and tobacco use in Australia

Activity 1B: Mix and Mingle

This activity focuses on statistics about alcohol and other drug use in Australia, with an emphasis on cannabis use among young people. This activity normalises non-use and focuses information on the larger majority of people who do not try or use cannabis. It uses data from the *National Drug Strategy Household Survey Report 2010* and the *Australian secondary school students' use of tobacco, alcohol, and over-the-counter and illicit substances in 2011*.

Key message	<ul style="list-style-type: none"> Most young people do not use cannabis
Task	<ul style="list-style-type: none"> Students mingle to test each other's knowledge of cannabis using question cards they retain if answered correctly
Educative outcomes	At the completion of this activity, students will demonstrate increased knowledge of normative data relating to cannabis, alcohol and tobacco use in Australia

2. Facts about Cannabis

Activity 2A: Quiz (Clearing the Smoke)

This activity provides an opportunity for students to reflect on what they already know about cannabis. This can be done after watching a video. It can also enable students to identify their own questions about cannabis. The quiz questions are designed to encourage discussion.

Key messages	<ul style="list-style-type: none"> Using cannabis can have unwanted physical, social and emotional consequences. These can be immediate, short- or long-term
Task	<ul style="list-style-type: none"> Students watch a snippet from a documentary about cannabis then answer questions on a worksheet and have a class discussion about cannabis
Educative outcome	At the completion of this activity, students will be more informed about cannabis

Activity 2B: Noughts and Crosses

This physical activity is based on the game 'noughts and crosses' which uses interactive team work to teach students basic cannabis information

Key messages	<ul style="list-style-type: none"> Using cannabis can have unwanted physical, social and emotional consequences. These can be immediate, short- or long-term Cannabis is illegal in Australia
Task	<ul style="list-style-type: none"> Students split into two groups and compete to answer questions in order to earn a position on a noughts and crosses grid
Educative outcome	At the completion of this activity, students will be more informed about cannabis

2. Facts about Cannabis

Activity 2C: Expert group: what's a fact?

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.

Key message	<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
Task	<ul style="list-style-type: none"> • Students classify cannabis statements into four categories: fact, probable, possible or fiction
Educative outcome	<ul style="list-style-type: none"> • At the completion of this activity, students will be able to identify factual statements about cannabis

3. Impacts, Consequences and Variables

Activity 3A: Bio-psycho-social impacts

This activity encourages students to identify the multiple affects cannabis can have on a person's health. It extends to discussing consequences of these impacts in the short- or long-term. Students can develop a more detailed understanding of how cannabis works in the body and explore psychological and social impacts as well.

Key messages	<ul style="list-style-type: none"> • Using cannabis can have unwanted physical, social and emotional consequences. These can be immediate, short- or long-term • 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
Task	<ul style="list-style-type: none"> • Students are provided with cards containing information on the impacts of cannabis use and must classify them as biological, social or psychological
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

Activity 3B: Bio-psycho-social impacts – Young People's Stories

This activity is designed as an online activity but can be facilitated with hard copies as well. It encourages students to identify the multiple affects cannabis can have on a person's health. It extends to discussing consequences of these impacts in the short and long term. Students can develop a more detailed understanding of how cannabis works in the body and explore psychological and social impacts as well.

Key messages	<ul style="list-style-type: none"> • Using cannabis can have unwanted physical, social and emotional consequences. These can be immediate, short- or long-term • 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
Task	Students read the young people's stories available on the NCPIC website and identify biological, social and psychological impacts of cannabis use
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

3. Impacts, Consequences and Variables

Activity 3C: Warning label

This activity encourages students to identify and articulate health risks associated with cannabis use. It enables students to reflect on what impact is the most important to avoid by asking them to create a “warning label” for cannabis.

Key messages	<ul style="list-style-type: none"> Using cannabis can have unwanted physical, social and emotional consequences. These can be immediate, short- or long-term 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
Task	Students design a warning label or message for cannabis in any medium
Educative outcome	At the end of this session students will be able to identify and justify a message of importance about the health impacts of cannabis use

Activity 3D: What’s influences drug use?

This activity focuses on the variety of factors that can influence the decision about whether to try or use cannabis. It introduces a model that considers three factors; the drug, the individual and the environment, and explores how these can interact.

Key messages	<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 Cannabis is illegal in Australia
Task	Students are to identify the individual and environmental factors that may influence drug use in fictional case studies
Educative outcome	At the completion of this activity, students will be able to: <ul style="list-style-type: none"> identify environmental and individual factors that influence the decision to try or use cannabis

Activity 3E: Refusal Strategies

This activity focuses on the variety of factors that can influence the decision about whether to try or use cannabis. It introduces a model that considers three factors: the drug; the individual; and the environment. The activity explores how these can interact when it comes to making a decision about whether to try or use cannabis. Scenarios are used to consider how these elements interact.

Key messages	<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 Cannabis is illegal in Australia
Task	Students are to identify the individual and environmental factors that may influence drug use in fictional case studies and develop refusal strategies for themselves and others
Educative outcome	At the completion of this activity, students will be able to: <ul style="list-style-type: none"> identify environmental and individual factors that influence the decision to try or use cannabis develop and rehearse some refusal strategies and statements

4. Helping and Resources

Activity 4A: Helping someone in a crisis

This activity is based on the *Helping Someone with Problem Cannabis use Mental Health First Aid guidelines* Resource developed by Orygen Youth Health Research Centre in partnership with NCPIC. It has been designed to enable students to develop skills and strategies to assist a person who has had an adverse outcome from using cannabis.

Key messages	<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
Task	Students are given scenarios and use an accompanying worksheet to consider appropriate help-seeking responses in the short and long term
Educative outcome	At the completion of this activity, students will be able identify and assess adverse outcomes from smoking cannabis in two scenarios. They will be able to identify when and how to call for help and develop strategies and skills in managing a crisis situation until help arrives. Students will become familiar with a resource called the <i>Helping Someone with Problem Cannabis use Mental Health First Aid guidelines</i> and identify local resources available to them

Activity 4B: Mates Help Mates: from MAKINGtheLINK

This activity is taken directly from *MAKINGtheLINK Student Program: A school-based program to promote help-seeking for cannabis use and mental health problems*. It uses short videos to encourage discussion and develop skills strategies for young people if they are concerned about a friend.

Key messages	<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 • 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
Task	Students watch a video with fictional high school students about encouraging help seeking among peers, then answer a worksheet
Educative outcome	At the completion of this activity, students will be better able to identify problems associated with cannabis use and have some skills to approach appropriate helpers