

<b>Educative outcome</b>	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.
<b>Task</b>	Students design a warning label or message for cannabis in any medium.
<b>Duration</b>	Flexible. 20 minutes to several hours (depending on complexity of the task)
<b>Materials</b>	<ul style="list-style-type: none"> <li>Teachers to bring in examples of warning labels, packaging, medications etc. or ask students to bring in samples prior to this activity</li> </ul>

## Introduction:

Explain to students that this activity is focusing on developing a warning label related to cannabis. A whole class discussion or brainstorm can begin the process. Teachers can ask:

- “Can you think about a warning label you have seen on a product?” E.g. something that can be purchased in a store, a cigarette packet
- “What is the purpose of warning labels? Where and how do they appear? What do they look like? Who do they target? Why do some companies have warning labels on their products?”
- “What health warnings have you heard about cannabis? Where have you heard them? How have they influenced you?”

**TIPS:** Quitline have several health warning images and messages. These can be viewed [here](#). Bring along examples: medication packets, toys with small parts, food products, etc.

## Activity:

- Students are asked to think about how they would design a warning label for cannabis. What would be the most important point(s) to mention and how would they present it? This could be using images, media or text
- Once they have some ideas, students are asked to create the warning label. This can be done as individuals, in pairs or in small groups. The students need to justify and explain the ‘warning statement’ they choose for their label. For example, “cannabis contains cancer-causing agents” Students need to explain where they sourced this information, whether it is based in science and what makes it an important message for people
- The warning labels are presented to the class

## Summary and concluding remarks:

Whole of class discussion can explore the themes that became apparent in the task. Teachers can ask:

- “Why these themes?”
- “What is important for young people to know regarding the effects of cannabis?”
- “Which of the warning labels or messages that have been presented in this class has had the most impact on you? Why?”

## Alternatives

- This activity can be delivered in many forms – students may choose to create a short film, a radio announcement, a poster, a package containing cannabis, etc.

## Extensions

- Designs could be presented as part of a parent forum or collected to create a collage for the school or entered into various competitions (for example, NCPIIC have a poster competition)

<p><b>Key messages for communication</b></p>	<ul style="list-style-type: none"> <li>• Using cannabis can have unwanted physical, social and emotional consequences. These can be immediate, short- or long-term</li> <li>• Age of first use, quantity used and frequency of use strongly influence long-term patterns of use, health outcomes and potential dependence</li> <li>• Cannabis is illegal in Australia</li> <li>• Accessing credible information about cannabis is essential to making informed decisions</li> </ul>
<p><b>Activity Overview</b></p>	<ul style="list-style-type: none"> <li>• 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</li> </ul>

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

- [Fast facts on cannabis](#)
- [Cannabis and mental health](#)
- [Cannabis and dependence](#)
- [Cannabis and young people](#)
- [Cannabinoids and appetite](#)
- See also: *Information for Teachers* in this package (downloadable PDF on website)

