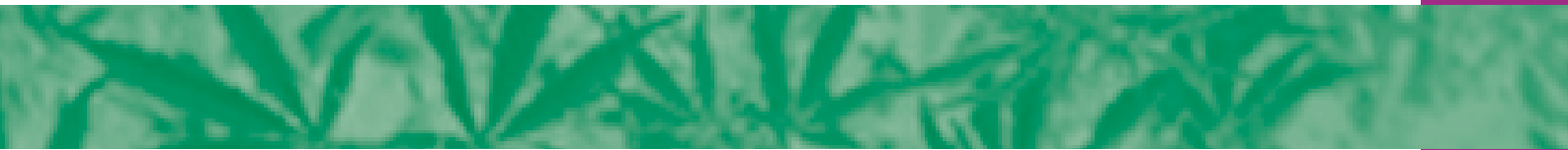




A Commonwealth Government Initiative

Cannabis and Consequences



**TOUGH ON
DRUGS!**



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Authors: Education Image Pty Ltd

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Foreword

The Commonwealth Government is committed to supporting national efforts to reduce the harm caused by drugs in our society. I am pleased to be able to provide this educational resource to schools to assist teachers to work with students on issues associated with cannabis use. I encourage teachers to use these materials in a way that best suits their local school drug education context.

Teachers have a valuable role that cannot be underestimated. After parents and caregivers it is the teacher who is the most familiar point of day-to-day contact with students. For this reason teachers must make every conscientious effort to support students, with their parents and caregivers, to ensure that the message and approach to responding to cannabis use is consistent and well understood.

The *Cannabis and Consequences* education resource is a Council of Australian Governments (COAG) initiative designed to strengthen the response of schools to the challenge of drugs. This resource is intended to complement preventative drug education programs supported by the Commonwealth under the National School Drug Education Strategy.

The education resource comprises this teacher resource booklet, a parent information booklet/sheet, a CD-ROM, and an educational video titled *Wasted: Cannabis and Consequences*. This teacher resource booklet provides a range of classroom activities to address diverse skills and needs of students as well as suggested programming ideas. Background information on cannabis for teachers including current research, facts and commonly asked questions is included to assist teachers to deal with this important topic.

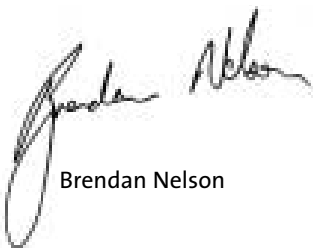
The video is provided to highlight a range of intended and unintended consequences of cannabis use including academic, social, health and relationship harms, both short and long term. The teaching and learning activities assist the teacher to explore these further.

The parent information booklet and CD-ROM are provided so important information can be assimilated easily and quickly into the classroom and into the homes of students.

I trust that this resource will be an invaluable asset to your school community, helping to foster generations of students who can approach the world with the confidence necessary to achieve in their everyday life.

I look forward to continuing to work with schools across Australia as they build partnerships between teachers, families, students and the wider community to protect young people in our society.

Yours sincerely



Brendan Nelson

Cannabis and Consequences is produced for secondary schools by the Drug Education Section of Schools Group, Department of Education, Science and Training (DEST).

The Council of Australian Governments (COAG) affirmed on 9 April 1999 that illicit drugs have no place in schools and agreed to strengthen the response to drug use within schools. As part of this response, the Commonwealth has funded the development of educational materials to increase the capacity of schools and school communities to respond to illicit drug use.

Cannabis is the most commonly used illicit drug by young people. The 2001 National Drug Strategy Household Survey indicated that 'ever use' of cannabis by 14–19-year-olds was 34.3 per cent. Twenty-seven per cent of Australians aged 14 years and over considered the regular use of cannabis acceptable. Cannabis, like all drugs, can cause harm and young people are particularly susceptible to its effects.

Several groups are especially vulnerable to the adverse effects of cannabis use. They include:

- adolescents with a history of poor school performance or who initiate cannabis use in their early teenage years;
- pregnant women;
- people with a personal or family history of schizophrenia or psychotic illness; and
- people with other pre-existing illnesses, including cardiovascular and respiratory problems.

Since *Candidly Cannabis* was first released in 1997, a number of significant resources have entered the drug education sphere and *Cannabis and Consequences* has been designed to reflect those changes.

This kit provides materials for the middle years of secondary schooling. The activities are appropriate for younger students through to year 10 students. The material fits within the broad drug education framework and integrates with issues such as alcohol and tobacco.

Many of the activities are designed to stand alone, while the video emphasises and illustrates the critical ingredients of the kit. *Cannabis and Consequences* has been designed to promote engagement and multiple intelligence as paramount teaching methods. It aims to encourage student skills in three major areas:

- increased knowledge and critical evaluation of information sources;
- problem solving skills (eg to resolve tension related to decision-making); and
- help-seeking skills (eg to ask a teacher for help or to tell someone else about another's problematic drug use).

Cannabis and Consequences contains:

- A teacher support booklet
- An introduction
- Details about this resource and how it may be used
- Framework for education
- Current research and facts
- Commonly asked questions about cannabis
- A set of 24 Activity Plans for the classroom
- Multimedia website guide
- *Wasted: Cannabis and Consequences*, an educational video (8 minutes)
- A parent brochure/information sheet, containing commonly asked questions about cannabis

A complex task

The *Cannabis and Consequences* kit seeks to engage students to actively explore the issues surrounding cannabis, provide students with accurate information, encourage them to discuss issues, acknowledge the potential consequences of using cannabis and provide opportunities to practise skills to successfully manage exposure to cannabis.

About this resource

This resource features:

- 24 activities;
- clear teacher- and student-friendly worksheets;
- activities that can stand alone and involve minimum preparation;
- a choice of activities with the same key outcomes to suit a range of age levels, academic levels, skills and multiple intelligences and school resources; and
- information technology activities as well as appropriate websites.

Ways to use this resource

- Pick up and go—teachers may use activities for a one-off session, or to complement other resources.
- Teachers can use activities for a short, comprehensive unit on cannabis education.

Supporting students at risk and in need of referral

While providing cannabis education in the classroom, teachers may become aware of students who require further support or referral regarding drug use or related issues.

Schools should have student support and drug policies in place to guide the actions of concerned teachers.

These policies should integrate primary prevention and early intervention approaches to student support. The details of these policies should be developed in consultation with students, staff, parents and relevant members of the community.

These policies should ensure that the student receives appropriate support and referral to either school welfare personnel or youth and health professionals in the wider community¹.

The five sections of this resource

This resource is divided into five sections.

Introduction

This section offers lessons encouraging students to explore their current knowledge of cannabis—using brainstorming, concept maps, jigsaw puzzles, quizzes and comprehension tasks. Students will have the opportunity to evaluate the reliability of the sources of information about marijuana. Activities incorporating the video and worksheets are provided to explore factors that influence the use and non-use of cannabis.

Knowledge-gathering

This section provides opportunities for students to further develop and consolidate their personal knowledge of cannabis issues. A range of fact-finding activities are offered to suit student competencies and school resources. These lessons are followed by activities that allow for students to present what they have learnt in a variety of ways including crossword creation, stories, music and rhyme. This section also provides the opportunity for students to discuss and rank the harms/risks associated with cannabis use.

Help-seeking

This section provides activities designed to develop skills in problem solving and help-seeking. Students have the opportunity to analyse scenarios and identify positive and negative thoughts associated with decision-making. Lessons are provided to encourage discussion and analysis of local resources, personnel and services that can assist young people dealing with issues of cannabis use.

Video

This section includes activities that are directly based on the video *Wasted*, as well as some that use the video as a prompt for further discussion and exploration of themes. There are two versions of a comprehension activity based on the video, and there is an activity that explores reasons young people do or do not use cannabis. Students will

¹ Concepts from Department of Education, 1999, *Framework for student support services—in Victorian Government Schools*, Teacher resource, Victoria.

have the opportunity to identify negative and positive thoughts that can arise when making decisions in a range of scenarios involving cannabis.

Web-based

Teacher-directed web-based activities include the use of a puzzle and crossword creation site, a “Where do we get help?” activity, and a survey activity promoting analysis and evaluation of drug-related sites.

Teaching to outcomes/measuring achievement of outcomes

Each section of the kit features a range of educational outcomes. These outcomes can be applied to the specific education outcomes for each state and territory in Australia. Teachers can use the outcomes to guide their approach to cannabis education.

This kit provides the opportunity for students to develop skills of research, recognition, description, analysis, problem solving, debate, cooperation, creation and reflection.

Teachers are able to measure achievement of outcomes by assessing student involvement and contribution in activities. The range of media where students can demonstrate the outcomes include written responses, verbal responses, role plays, discussions, puzzles, creative writing and music.

For example, Nella has demonstrated a clear understanding of the risks involved with cannabis use through:

- *regular and relevant contributions to class discussion;*
- *detailed completion of her research task “The body map—effects of cannabis use”;*
- *analysis and ranking of the risks of cannabis use; and*
- *writing a reflective poem about teenagers, peer groups, drugs and parties.*

Teachers will need to refer to local education guidelines and resources to measure the degree to which a student has demonstrated achievement of an outcome and to ensure consistent judgments are made.

Using the lesson guides to suit your needs

Lessons are grouped together based on the outcome to be addressed.

There is a summary table after each outcome outlining the range of lessons provided to meet each outcome.

The activities provided give teachers the opportunity to select lesson plans for a certain outcome based on academic level, student competencies, multiple intelligences and available resources.

Each lesson plan includes an introductory table or lesson guide highlighting the nature of the activity.

This allows the teacher to identify:

- skills promoted in the activity;
- academic level of each activity;
- resources required to conduct the lesson;
- basic description of the lesson; and
- multiple intelligences and student competencies that suit each activity.

Academic levels

Level 1	Basic	Basic terminology used, basic written skills required, clearly structured, single concept.
Level 2	Moderate	More detailed, more depth than level 1 but relatively straightforward.
Level 3	Advanced	Analysis required, complex comprehension, often using independent study skills.

About this resource

Competencies/multiple intelligences (the ways students like to approach tasks)

This resource recognises that students learn in different ways. The lesson guide identifies the intelligences best catered for in each activity.

A summary of the eight intelligences and a description of related activities that promote learning.

Interpersonal	Cooperative learning, group work, brainstorming, giving feedback
Intrapersonal	Working at own pace, self-directed, reflective writing
Bodily–Kinesthetic	Role playing, movement activities, using fine motor skills
Linguistic	Creating writing projects, speeches, crosswords, rhymes
Logical–Mathematical	Strategy games, Venn diagrams, graphing, maps
Musical	Writing songs, plays, using dance
Naturalistic	Using the outdoors, experiments
Spatial	Drawing maps and mazes, drawing, painting, designing and building ¹

¹ Faculty of New City School, 1998, *Succeeding with multiple intelligences—Teaching through Personal Intelligences*, Hawker Brownlow Education, Melbourne.

How to choose activities

The activities provided in this kit are designed to offer teachers a number of activities to use with students. These activities are grouped according to various educational outcomes. Each set of activities recognises that multiple intelligences exist and academic levels vary within class groups as well as beyond year levels. Teachers should not endeavour to use all activities in this kit for one group. The use of one of these activities with students should achieve the desired outcome.

For example, the Fact-finding activities appearing on pp 48-52 should have the following outcome: “Students collect and sort a range of information about cannabis including the social, emotional and physical effects of use on the individual.”

The activities should be chosen by matching the appropriate focus, description, intelligences, skills and level for students. The activities in the Fact-finding activities are set out in the following table.

<i>Outcome K1 Students collect and sort a range of information about cannabis including the social, emotional and physical effects of use on the individual</i>				
Skills	Level (see p 8)	Description	Intelligences	Page
Know K1A Fact-finding about the effects of cannabis use	1	Students find facts using body maps and pamphlets completing some research.	Logical–Mathematical Intrapersonal/Interpersonal	48
Know K1B Fact-finding using different work stations around the room	2	Students use different work stations around the room to research cannabis and then report back to the team.	Intrapersonal/Interpersonal Bodily–Kinesthetic	51
Know K1C Students work at their own pace to research a range of resources	2/3	Students work at their own pace to research a range of resources using a research grid.	Intrapersonal	52

Note: Teachers with students who have diverse skills and needs have the option of using a range of activities for the same outcome within their group.

About this resource

A user's guide: A program of lessons to suit your students

Group description	Introductory activities	Knowledge-gathering activities	Problem solving / Help-seeking activities
Independent, confident, skilled, high energy	<p>1. Intro I1C: Jigsaw puzzle room ramble</p> <p>2. Video V2: Why try?/ Why not try?</p> <p>3. Intro I3B: Cannabis quiz room ramble</p> <p>4. Intro I4: Comprehension questions</p>	<p>5. Know K1C: Fact-finding— independent research</p> <p>6. Help H1: Coping without cannabis</p> <p>7. Know K3: Consequence ladder</p>	<p>8. Help H3: Where do we get help?</p> <p>9. Video V1: Cannabis decisions and consequences are complex</p> <p>10. Know K2C: Meaning, messages and music</p> <p>11. Know K2B: Writing and telling stories</p>
Low-level literacy, good verbal skills, high energy, short attention span	<p>1. Intro I1A: Brainstorming cannabis</p> <p>2. Intro I1C: Jigsaw puzzle room ramble</p> <p>3. Video V2: Why try?/Why not try?</p>	<p>4. Know K1A: Fact-finding—body maps</p> <p>5. Know K2A: Creating crosswords and puzzles</p> <p>6. Know K3: Consequence ladder</p> <p>7. Help H3: Where do we get help?</p>	<p>8. Help H3: Where do we get help?</p> <p>9. Video V1: Cannabis decisions and consequences are complex</p> <p>10. Know K2C: Meaning, messages and music</p>
Low-level literacy, low confidence	<p>1. Intro I1A: Brainstorming cannabis</p> <p>2. Video V2: Why try?/ Why not try?</p> <p>3. Know K2C: Meaning, messages and music</p>	<p>4. Know K1A: Fact-finding—body maps</p> <p>5. Know K2A: Creating crosswords and puzzles</p> <p>6. Know K3: Consequence ladder</p>	<p>7. Help H3: Where do we get help?</p> <p>8. Video V1: Cannabis decisions and consequences are complex</p>
Diverse level of skills (any activities that allow a range of responses, that neither limit nor threaten a mixed group)	<p>1. Intro I1A: Brainstorming cannabis</p> <p>2. Video V2: Why try?/ Why not try?</p> <p>3. Know K2C: Meaning, messages and music</p>	<p>4. Know K1A: Fact-finding—body maps</p> <p>5. Know K2A or Web W1: Creating crosswords and puzzles</p> <p>6. Know K3: Consequence ladder</p> <p>7. Help H3: Where do we get help?</p>	<p>8. Know K2B: Writing and telling stories</p> <p>9. Know K2C: Meaning, messages and music</p>
Computer/internet based classroom	<p>1. Know K1B: Fact-finding— multiple work stations (video/internet)</p>	<p>2. Web W1: Website single surf</p> <p>3. Web W2: Creating crosswords and puzzles</p> <p>4. Web W3: Where do we get help?</p>	<p>5. Help H2: Practical help-seeking</p> <p>6. Video V1: Cannabis decisions and consequences are complex</p> <p>7. Know K2B: Writing and telling stories</p>
Independent, skilled, reserved	<p>1. Intro I1C: Jigsaw puzzle room ramble (alone)</p> <p>2. Intro I4: Comprehension questions</p> <p>3. Video V3: Exploring cannabis use</p>	<p>4. Know K1A: Fact-finding—body maps (independent research)</p> <p>5. Help H3 or Web W3: Where do we get help?</p> <p>6. Help H3: Where do we get help? (independent research)</p>	<p>7. Know K2C: Meaning, messages and music</p>

A program of lessons when strapped for time

- Lesson 1 To introduce the topic, complete Intro I3A: Cannabis quiz and jigsaw or Intro I3B: Cannabis quiz room ramble and then watch the video *Wasted*. Complete Video V1: Cannabis decisions and consequences are complex and Video V2: Why try?/Why not try?.
- Lesson 2 To understand the effects of cannabis use, complete Know K1A: Fact-finding—body maps and use Know K3: Consequence ladder to follow up.
- Lesson 3 Use Help H2: Practical help-seeking so that students can recognise the resources available to them and make informed decisions about seeking help.

Framework for education

Rationale for educating students about cannabis

Cannabis is available throughout Australia and many young people gain access to it during their years of secondary schooling. The 2001 National Drug Strategy Household Survey found that around one-third of Australians aged 14 years or older had tried cannabis at some point in their lives¹.

Smoking cannabis harms the lungs and respiratory system. Cannabis intoxication affects psychomotor skills and reduces performance in tasks requiring coordination, such as driving a car or using machinery. Regular cannabis use can limit the ability to learn and study as the effects include impairment of memory and concentration. In some people, cannabis use is associated with psychosis. Some researchers argue that it causes psychosis.

Increasingly schools must respond to the use of cannabis by young people. As with tobacco, some use of cannabis takes place within school hours and young people could attend school under the influence of cannabis.

Schools currently educate young people about medicines, prescription and over-the-counter drugs and legal recreational drugs such as alcohol and tobacco. Some schools also have education programs addressing illicit drugs. School-based education is important. Of all the illegal drugs, cannabis is the most commonly used among teenagers and many parents find it difficult to discuss it with their children.

Schools can play an important role in promoting health-enhancing attitudes and behaviour. They can assist students to gain accurate knowledge about cannabis, develop informed attitudes, and reflect on their own behaviour and the behaviour of others. Students can anticipate situations in which they may be exposed to cannabis and develop strategies to reject or delay use and reduce the possibility of harm.

Effective teaching and learning strategies for drug education

Based on findings from several years of research and evaluation in school drug education, several reviewers have developed checklists of essential components of effective, drug education curricula. A synthesis of these checklists from Dusenbury and Falco (1995) and Ballard et al (1994) is as follows.

1. Drug education needs to be based on research, effective curriculum practice and identified student needs.
2. Drug education strategies are more effective if placed within a broader-based health curriculum.
3. Research shows that children and adolescents have a preference for here and now information rather than information concerning the distant future.
4. Activities should provide for interactive learning and active student participation.
5. Drug education strategies should cater for multiple intelligences².
6. A balance of knowledge, attitudes and skill development activities must be established.
7. The harms associated with drug use should be presented factually, avoiding both down-playing and exaggerating.
8. Normative education strategies should be included, by providing students with accurate prevalence data which indicates that not everyone uses drugs.
9. Activities designed to develop students' social skills should be included.
10. Programs need to be sensitive to developmental, gender, cultural, language, socioeconomic and lifestyle differences among students.
11. Drug education messages across the school environment should be consistent and coherent.
12. Provision should be made for parental involvement in school drug education initiatives.

¹ 2001 National Drug Strategy Household Survey, Australian Institute of Health and Welfare, Canberra.

² The 'Theory of Multiple Intelligences' suggests that individuals perceive the world in at least eight different and equally important ways—linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, naturalistic, interpersonal, and intrapersonal—and that educational programs should foster the development of all these forms of thinking.

13. Adequate program coverage is essential as well as reinforcers at regular intervals, to prevent message delay and to counter exposure to other influences (eg peers, media, etc).
14. Adequate teacher training and support must be provided.
15. The achievement of drug education objectives, processes and outcomes should be evaluated.

Recent reviews and evaluations of Australian drug education and related health education curricula identify the following attributes of successful programs and resources:

- the use of interactive teaching and learning techniques and the importance of training teachers in the use of these techniques;
- teacher-friendly resources that can easily be picked up and used in classes;
- the ability to readily adapt the curriculum material into existing school programs and structures;
- the linking of video and print materials; and
- that they be engaging and activity-based, offering lots of variety for a wide variety of students.

(MindMatters Evaluation Consortium, 2000)

References

Ballard R et al, 1994, *Principles for drug education in schools*, University of Canberra, Faculty of Education, Canberra.

Dusenbury L & Falco M, 1995, Eleven components of effective drug abuse prevention curricula, *Journal of School Health*, 65(10), 420-25.

MindMatters Evaluation Consortium, 2000, *Evaluation Report*, Hunter Institute of Mental Health, Newcastle.

Aims for educating secondary students about cannabis

Schools can:

1. develop students' knowledge of cannabis and the impact it has had on Australian society;
2. assist students to understand the known physical, emotional, social and mental effects of cannabis;
3. encourage students to consider, question, reflect and present opinions based on a thoughtful appreciation of cannabis-related issues;
4. assist students to consider the potential implications and effects of experimenting with or using cannabis;
5. provide opportunities for students to consider situations in which they may be exposed to cannabis and to develop ways of managing those situations with the least risk of harm to themselves and others;
6. encourage students to practise relevant personal and social skills with which they can assert their own views;
7. encourage students to develop strategies to lessen the appeal of cannabis within the society; and
8. encourage students to reject the use of cannabis, to delay the initiation of use, and to avoid the potential harms of cannabis use by other people.

Teachers may initially feel uncomfortable teaching about cannabis when they are not sure of the facts. This does not need to be a problem as one key task to set students is to differentiate fact from fiction. Teachers and students will find the information about cannabis on p 17 useful for that purpose.

Teachers are well placed to help students become better informed, to develop sound reasoned beliefs and attitudes, and to consider the issues raised by the presence of cannabis in the community.

Framework for education

Process

Teachers can ask students to treat the learning process as an exploration of the issues surrounding cannabis in Australia. By not accepting or claiming the mantle of 'expert', teachers can:

- avoid making pronouncements on issues about which they feel uninformed or uncomfortable;
- work through the issues with the students from the stance of the rational sceptic who submits all information to critical scrutiny;
- discourage students from seeking an easy option by asking the teacher for the 'right' answer;
- ask students to use accepted terms (ie cannabis, marijuana, hash) rather than street slang, which can be confusing because it changes quickly and is not consistent;
- model the behaviour they want students to adopt—be inquisitive, rational, accurate, tolerant of differences, courteous, good-natured, positive, honest and confidential; and
- advise on issues surrounding disclosure of use.

Good practice

- Encourage two-way communication
- Listen reflectively
- Provide accurate and relevant information
- Encourage analysis of the issues
- Understand that students will not always agree with you
- Show you are concerned about students' welfare

Don't

- Exaggerate problems with drug use
- Impose your own values on students
- Criticise students' views

The following summary of findings from the 2001 National Drug Strategy Household Survey as well as data from the Australian Secondary Students' Alcohol and Drug Survey, 1999 (ASSAD) offers a strong case for secondary schools to include cannabis education within their health programs.

1. Cannabis was the most commonly used illicit substance among secondary students.
2. Nearly three out of every 10 secondary students (29 per cent) had used cannabis at some time in their lives.
3. The proportion of teenagers using cannabis decreased slightly from 35 per cent in 1998 to 33 per cent in 2001.
4. The proportion of boys having ever used cannabis increased from 11 per cent of 12-year-olds to 53 per cent of 17-year-olds, while among girls, use increased from 7 per cent at age 12 to 46 per cent at age 17.
5. Thirty-nine per cent of boys and 32 per cent of girls who had used cannabis in the previous year had used it on 10 or more occasions.
6. Nearly seven out of every 10 drug users obtained cannabis from friends and acquaintances. Subsequently, most illicit drug users continued to obtain their illicit drugs from friends and acquaintances.
7. Around one in every three Australians had used an illicit drug at some time in their lives and over one in five had used illicit drugs in the previous 12 months.
8. The average age at which new users first tried illicit drugs declined slightly from 18.8 years in 1998 to 18.6 years in 2001.
9. Twenty-four per cent of Australians aged 14 years and over stated that the regular use of cannabis was acceptable.
10. The highest proportion of individuals who had used cannabis in the last 12 months were aged 20–29 years (29 per cent), followed by 14–19 years (25 per cent) and 30–39 years (16 per cent).

Sources:

2001 National Drug Strategy Household Survey, Australian Institute of Health and Welfare, Canberra.

Australian secondary students' use of over-the-counter and illicit substances in 1999 Report, Australian Secondary Students' Alcohol and Drugs Survey (ASSAD), National Drug Strategy Unit, Commonwealth Department of Health and Ageing, Canberra.

Commonly asked questions about cannabis

1. What is cannabis?
2. What is the history of cannabis?
3. How many people use cannabis?
4. Why do people use cannabis?
5. What are the immediate effects of using cannabis?
6. Is cannabis harmful?
7. How does cannabis affect the body?
8. How long does cannabis stay in the body?
9. Does cannabis cause mental illness or psychosis?
10. What is the effect of combining cannabis with other drugs?
11. Are there any medical uses for cannabis?
12. Why is there so much confusion about cannabis?
13. Can cannabis use lead to addiction?
14. Does use of cannabis lead to use of other illegal drugs?
15. What is the law regarding cannabis?
16. What does decriminalisation mean?
17. What does legalisation mean?

Answers to these questions are found on the following pages. While the information is supplied to ensure the classroom teacher has up-to-date knowledge, the pages may be copied for distribution to students if required.

Cannabis information guide

In this kit, the words cannabis and marijuana are used interchangeably, although strictly speaking, cannabis is the correct name for a variety of preparations made from the plant *Cannabis sativa*. Marijuana refers only to the leaves and tops (flowers) of the plant, and does not include the hashish resin. The word marijuana, however, is used frequently in this kit to include all forms of cannabis because it is more familiar to most readers.

1. What is cannabis?

Cannabis sativa is a flowering plant from which various drug preparations containing THC can be obtained. THC (or *delta-9 tetrahydrocannabinol*) is the active ingredient that produces the intoxicant effects. THC is a central nervous system depressant with hallucinogenic qualities. A non-potent strain of *cannabis sativa* (Indian hemp) is used to produce fibres for use in paper, textiles and clothing.

The common forms of cannabis are marijuana, hashish and hashish oil.

Marijuana is made from the dried leaves and flowers of the plant. It is the most common and least powerful form of cannabis. Marijuana is normally mixed with tobacco (sometimes then called mull) and smoked in hand-rolled cigarettes called joints, or packed into a small 'cone' and smoked in a water pipe known as a bong.

Hashish (hash) is small blocks of dried cannabis resin. The concentration of THC in hashish is higher than in marijuana, producing stronger effects. Hash or marijuana is added to tobacco and smoked. Both can also be cooked or baked and eaten in foods such as hash cookies, or drunk in tea.

Hashish oil is a thick, golden-brown to black oily liquid that can be extracted from hashish. It is usually spread on the tip or paper of cigarettes and then smoked. Hashish oil is the most powerful form of cannabis.

2. What is the history of cannabis?

Cannabis is relatively new to modern Europe, possibly introduced by Napoleon's army returning from Egypt around 1800. Cannabis was known to early civilisations in China, India, Mesopotamia and Egypt from 4000–2000 BC. Used as an analgesic and sedative, cannabis was one of the earliest known medicines. After its intoxicating properties were discovered it appears to have been used in rituals. The plant was first used as a fibre for making cloth, rope and paper. Known as Indian hemp, the cannabis plant was a commercial crop in the United States until the 1930s.

Cannabis use was progressively restricted in the Western world between 1890 and 1940. The 1931 League of Nations convention, which sought to limit the production of opium, also banned other drugs including cannabis and cocaine. These steps formed the basis for later Australian laws. Cannabis use was not perceived to be a problem in Australia until the 1960s when its use appeared to increase markedly. Australia prohibited cannabis in 1961 when it signed the United Nations Convention on Narcotic Drugs.

3. How many people use cannabis?

Cannabis is the most commonly used illicit drug by young people. The 2001 National Drug Strategy Household Survey indicated that 'ever use' of cannabis by 14–19-year-olds had decreased from 44.5 per cent in 1998 to 34.3 per cent in 2001.

Commonly asked questions

Cannabis was the most used illicit drug in Australia—over two million Australians aged 14 years and over had used this drug in the past 12 months. The average age at which Australians first used cannabis was 18.5 years. Cannabis use peaks between the ages of 20 and 29 years. Although one-third of the Australian population has experimented with cannabis, regular users remain in the minority.

Usage rates between males and females are very similar in the 14–19-year age group. Cannabis had been offered to almost 50 per cent of 14–19-year-olds in the previous 12 months.

4. Why do people use cannabis?

People use cannabis for a variety of reasons, including:

- to feel good;
- to relax;
- to improve moods;
- to reduce inhibitions;
- to enhance sensory perceptions;
- to rebel against societal structures;
- to conform to peer pressure;
- to experiment; and
- to escape everyday life.

Often first-time users want to experiment, to see what it is like. For some people, using cannabis can have symbolic value as a statement of opposition to mainstream culture.

5. What are the immediate effects of using cannabis?

The immediate effects depend on the strength of the dose, as well as the size, mood and tolerance level of the user. The effect on any person cannot be predicted with confidence as people react differently to all drugs, including cannabis.

Some people may not necessarily experience anything. The most frequently reported positive effects, however, include relaxation and feelings of wellbeing, lowered inhibitions and enhanced sensory perceptions. Physical

effects include reddened eyes, increased appetite, dizziness, impaired coordination and balance.

Some first-time users report negative effects like headaches, nausea, fainting, mental confusion, or are otherwise very disturbed by the experience. As stated earlier, some users have no apparent reaction. In the stronger forms of hashish and marijuana, hallucinations can occur similar to those resulting from the use of hallucinogenic drugs such as LSD.

6. Is cannabis harmful?

All drug use carries risk of harm to the user or for other people who may be affected by the user's behaviour. Apart from the potential problems mentioned (in question 5), cannabis use poses risks due to intoxication and physical and psychological harm, especially with heavy or long term use. Cannabis intoxication leads to reduced concentration and slower reflexes and coordination. Driving cars or operating machinery becomes more dangerous.

If cannabis (or other drug) use complicates the user's life, or prevents them from participating in or performing important tasks, they may need assistance. Drug use may be a way of controlling feelings and coping with emotional pain but it does not solve problems.

7. How does cannabis affect the body?

Cannabis users may experience a variety of negative effects on their health and functioning. Regular or heavy use can damage memory, concentration and reduce motivation. These effects seem to be reversed when use is ceased.

Damage is done to the respiratory system through smoking marijuana. Cannabis and tobacco smoke are similar, however cannabis smoke contains even more of some cancer-causing ingredients than tobacco smoke. Regular cannabis smoking may increase the chances of you developing lung disease, such as chronic bronchitis, or make it worse if you already suffer from it. Regular smoking may also interfere with your lungs' ability to resist infections. There is growing evidence that regular, long term cannabis smoking may lead to cancers of the respiratory system (eg tongue, lip, throat).

Commonly asked questions about cannabis

8. How long does cannabis stay in the body?

The main component of cannabis, THC, is stored and accumulated in fatty tissue throughout the body, including the brain. THC is then released into the bloodstream gradually over days and even weeks at a time. THC has been detected in body tissue 28 days after initial use.

9. Does cannabis cause mental illness and psychosis?

Some people experience very unpleasant psychological effects when they use cannabis, like severe anxiety or panic attacks (experiencing a fear of going mad). At very high doses, confusion, delusions (beliefs not based in reality) and hallucinations (seeing or hearing things that aren't really there) may also occur, but this is uncommon. Such symptoms are more likely to be felt by people who aren't used to the effects of cannabis or who have smoked more than they are used to. These experiences do not usually last after the effects of cannabis have worn off, but they can be very frightening and may be enough to put some people off using cannabis.

Some people are more vulnerable to the psychological effects of cannabis than others and should avoid using. Some studies have found a link between heavy or regular cannabis use and mental illness such as schizophrenia. It is unlikely that cannabis can actually cause cases of schizophrenia, rather it triggers latent schizophrenia in people already vulnerable to the illness. It is particularly important that people with a personal or family history of schizophrenia or psychotic illness should avoid using cannabis as its use reduces the effectiveness of treatment for the illness and lessens the chance of recovery. Other factors such as quantity consumed and period of use may also be contributing influences. Cannabis will also have a negative effect on people with depression and anxiety disorders.

10. What is the effect of combining cannabis with other drugs?

Combining cannabis with other drugs such as alcohol or prescribed drugs can increase or alter the effects with unpredictable consequences. It is always risky to combine

drugs, whether they are legal or illegal. This is particularly so for users with a low tolerance to either drug.

11. Are there any medical uses for cannabis?

Some cannabis users report that cannabis helps them relieve the symptoms of medical problems. In 2000, a NSW Government report concluded that cannabis could be useful for certain medical conditions, and recommended more research should be conducted.

The report suggested that cannabis may be most useful for the following conditions:

- pain relief (analgesia), for example in people with cancer;
- nausea and vomiting, particularly in people having chemotherapy for cancer;
- wasting, or severe weight loss, in people with cancer or AIDS. Cannabis may help increase the person's appetite and relieve their nausea; and
- neurological disorders. Cannabis may be useful in relieving the symptoms of multiple sclerosis, spinal cord injury and other movement disorders, because it helps relieve muscle spasms.

One of the short term effects of THC in cannabis is to expand the airways in the lungs, helping people who have asthma, however cannabis users may develop tolerance to this effect. While people may feel that this short term effect of cannabis provides them with relief, they are exposing their lungs to the toxins contained in the smoke. Regular smoking can cause irritation and damage to the lungs, especially to people with lung disease.

12. Why is there so much confusion about cannabis?

The use of cannabis is relatively new in Western cultures such as Australia. The effects of cannabis have not been studied for as long as legal drugs like tobacco and alcohol and consequently less is conclusively known. The debate about cannabis has been confused by claim and counter-claim by pro and anti forces.

Commonly asked questions

13. Can cannabis use lead to addiction?

The short answer is 'yes', people can become dependent on cannabis. Both physical dependence and psychological dependence have been demonstrated.

Physical dependence occurs when the body has adjusted to the presence of a drug so that symptoms of discomfort and even pain are experienced when the drug is withdrawn or use is ceased. Psychological dependence occurs when a person is preoccupied with the effects of a drug and craves it persistently.

Some cannabis users experience problems in controlling their use, and both heavy and long term users report the development of tolerance and a withdrawal syndrome when they cease or reduce use. The risk of dependency increases with the frequency and amount of use.

14. Does use of cannabis lead to use of other illegal drugs?

Some people assert that marijuana is a 'gateway drug' that leads to the use of other drugs such as heroin and cocaine. Most users of marijuana, however, do not use other illegal drugs. The 2001 National Drug Strategy Household Survey found that while 33 per cent of the general population have tried cannabis, only 1.6 per cent have tried heroin, 4.4 per cent have tried cocaine and 8.9 per cent have used amphetamines. The majority of those trying heroin, cocaine/crack or amphetamines have tried cannabis.

15. What is the law regarding cannabis?

Cannabis is illegal in all Australian states and territories, but each one has its own policies and laws. To determine the status of cannabis possession/use in your state or territory, contact relevant health/legal authorities.

16. What does decriminalisation mean?

Decriminalisation means that a behaviour, such as personal use or cultivation of cannabis, remains illegal but is not treated as a criminal offence. Therefore a criminal conviction is not recorded against an offender who chooses to pay a fine instead of facing criminal charges in court.

17. What does legalisation mean?

Legalisation of cannabis may give it the same status as other legal though potentially dangerous drugs such as tobacco and alcohol. It may mean that there would be no legal penalty for adults using the substance, though it may be regulated in ways similar to legal substances. The use of a legal drug may remain illegal for persons under 18 years.

Introduction–I

Introductory activities

This section offers lessons encouraging students to explore their current knowledge of cannabis using brainstorming, concept maps, jigsaw puzzles, quizzes and comprehension tasks.

Students will have the opportunity to evaluate the reliability of the sources of information about cannabis. Activities incorporating the video and worksheets allow students to explore factors influencing the use and non-use of cannabis.

Outcome I1—Students share what they have heard about cannabis (3 lesson option)

Skills	Level (see p 8)	Description	Intelligences	Page
Intro I1A Listening to others share their ideas and knowledge.	1	Students use the splatter sheet and concept map to brainstorm cannabis alone or in groups.	Interpersonal Logical–Mathematical	22
Intro I1B Listening to others share their ideas and knowledge.	1/2/3	Students brainstorm “What we know and what we need to know”, then complete a grid alone or in groups.	Logical–Mathematical Intrapersonal/Interpersonal Bodily–Kinesthetic	26
Intro I1C Working together to solve problems, and to discuss and evaluate scenarios. Create role-plays.	2/3	Students have jigsaw pieces of scenes from particular scenarios. An option exists then to discuss levels of reality and act out scenarios.	Bodily–Kinesthetic Interpersonal	28

Lesson Intro I1A: Brainstorming cannabis— What have you heard? What do you want to know?

Skills	Level	Basic lesson description	Resources	Intelligences
Intro I1A Listening to others share their ideas and knowledge	1	Students brainstorm the topic of cannabis, using a blank page or a sheet that allows information to be sorted into concepts. Students work alone or in groups.	<ul style="list-style-type: none"> • <i>Brainstorming cannabis—splatter sheet</i> and/or <i>Brainstorming cannabis—concept map</i> • <i>Teachers' concept map</i> (optional—can be used as a guide for students) • Textas 	Interpersonal Logical–Mathematical

Teacher instructions

Preparation

- Photocopy *Brainstorming cannabis—splatter sheet* for individuals/groups.
- Photocopy *Brainstorming cannabis—concept map* for individuals/groups.
- Gather enough textas for one per group.

Optional: Photocopy the *Teachers concept map* if you wish to distribute it to students as an example.

Introduction

1. Write “Cannabis/Marijuana” on the board and introduce the unit of cannabis education to the class. Explain that students will study a range of legal and illegal drugs at school to develop knowledge and skills in making informed decisions in the future.
2. Explain that the aim of this lesson is to find out how much knowledge students already have about cannabis/marijuana.

Body of lesson

3. Organise students into groups of three or four. Allocate roles for each group member to ensure full participation, for example note taker, timekeeper, monitor, reporter.
4. Give each group a *Brainstorming cannabis—splatter sheet* and a texta and ask them to talk about cannabis and write down all the words that come up in their discussion.

Give a time limit of 5–7 minutes. Walk around the room and check with monitors (group leaders) that the group is working well together.

Optional: Distribute a copy of the *Teachers concept map* to each group to provide them with ideas for completing the next worksheet.

5. Give each group a *Brainstorming cannabis—concept map* and ask them to sort their words into topics/concepts.
6. Draw a large concept map on the board and ask each group reporter to provide feedback to complete a whole-class concept map (keep a copy to display on a wall for the duration of the unit).

Conclusion

7. Point out to students that their combined effort demonstrates a wide range of knowledge about cannabis. Explain that as the unit progresses, they will discover how much of this initial knowledge is accurate and which areas were vague or lacking facts.

Teacher’s note: To avoid cliques and isolating students, divide the class into groups by using playing cards, Smarties, months of birth, etc.

Introduction–I

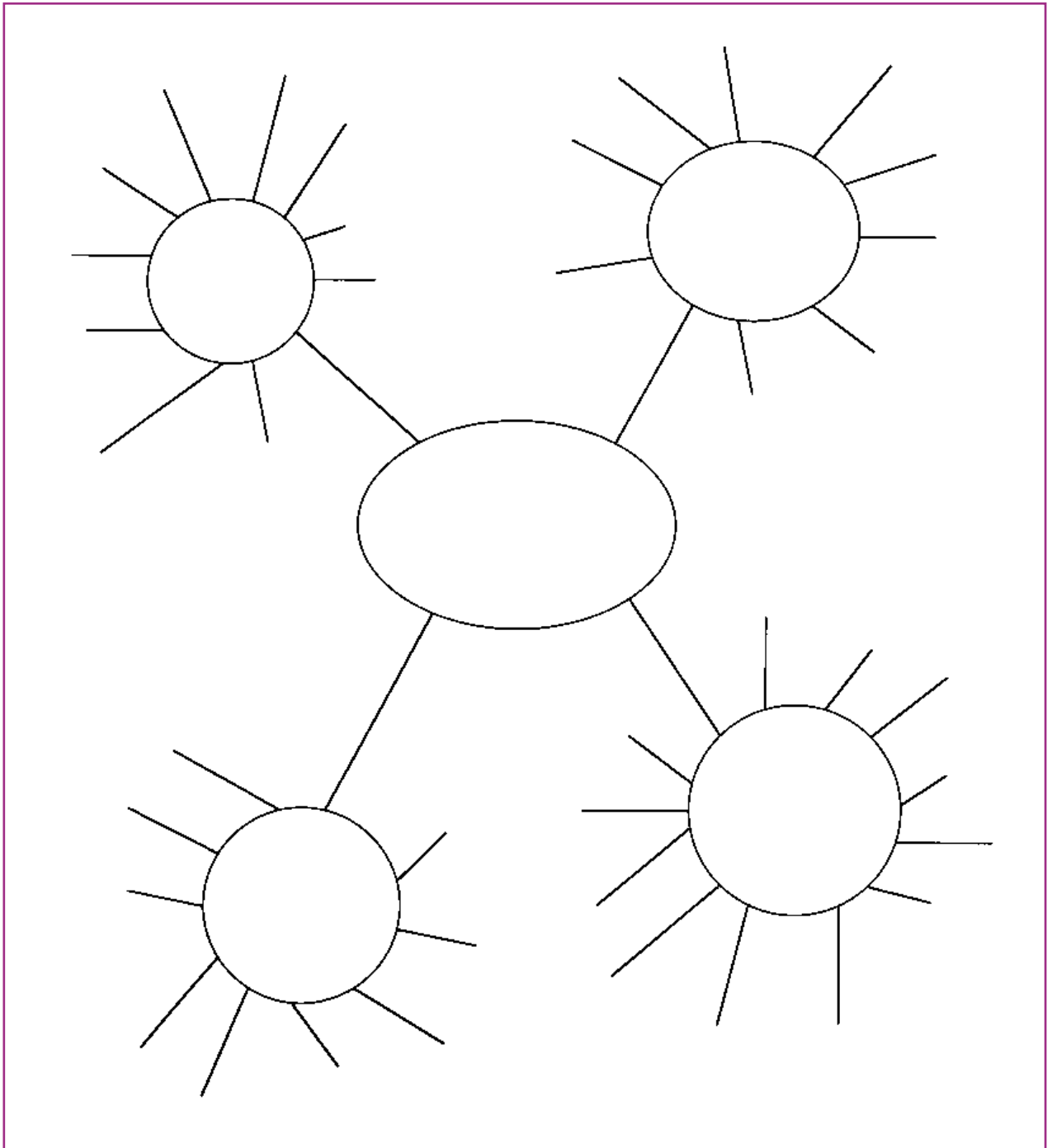
Resource Worksheet Activity I1A: *Brainstorming cannabis—splatter sheet*

Cannabis/Marijuana

List all the words that come into your mind.

Resource Worksheet Activity 1A: *Brainstorming cannabis—concept map*

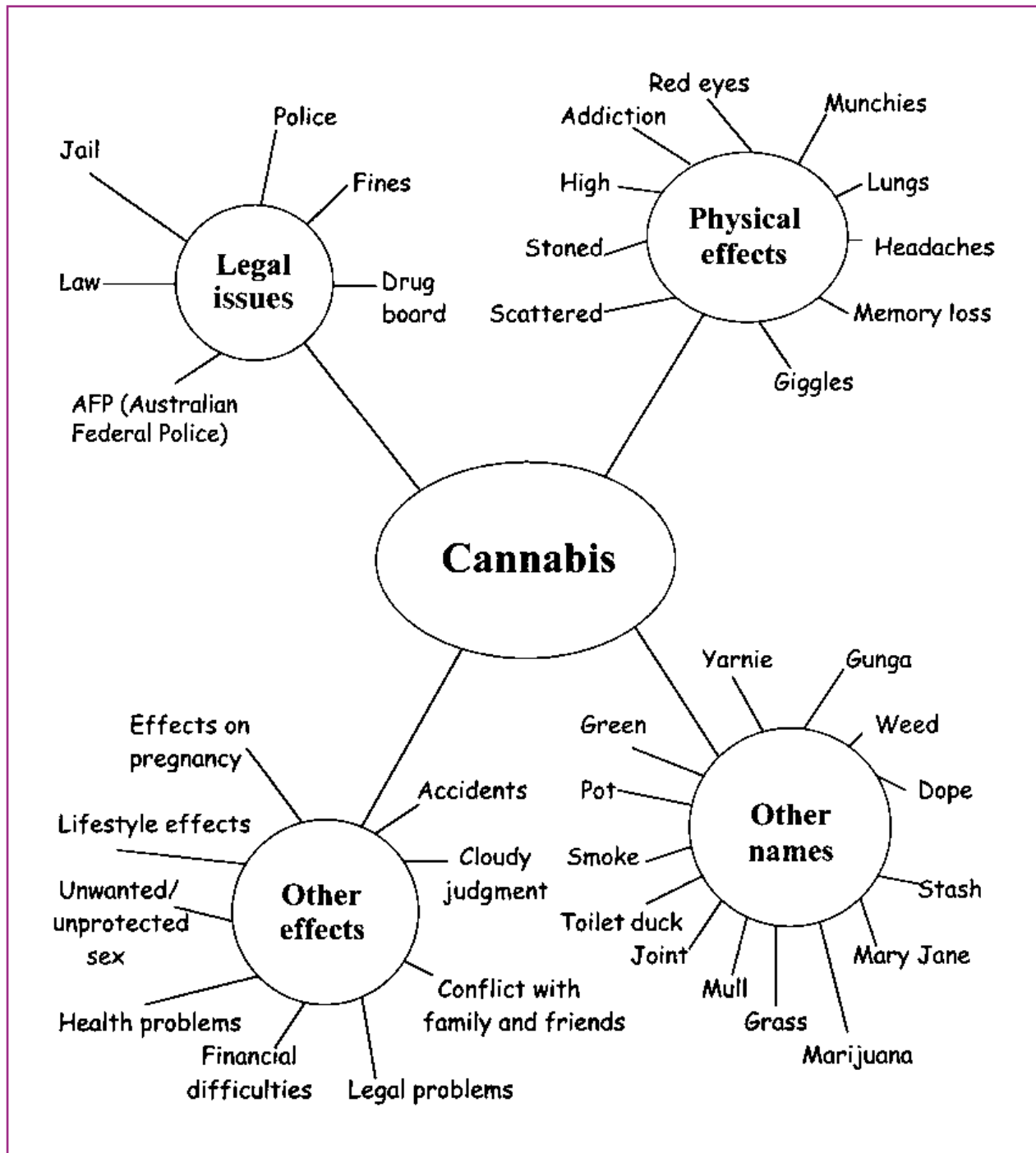
1. Write cannabis in the middle circle.
2. Write issues that relate to marijuana use in the smaller circles (eg physical effects of use, legal issues, other names, social effects, emotional effects).
3. Write words relating to each issue at the end of the spider lines (draw more as required).



Introduction-1

Resource Worksheet Activity 1A: Teacher's concept map

1. Write cannabis in the middle circle.
2. Write issues that relate to marijuana use in the smaller circles (eg physical effects of use, legal issues, other names, social effects, emotional effects).
3. Write words relating to each issue at the end of the spider lines (draw more as required).



Lesson Intro I1B: What we know, what we need to know

Skills	Level	Basic lesson description	Resources	Intelligences
Intro I1B Listening to others share their ideas and knowledge	1/2/3	Students complete the know/ what/how/learn activity grid alone or in groups. A feedback option includes a group survey.	<ul style="list-style-type: none"> • <i>What we know, what we need to know</i> worksheet • Textas 	Logical–Mathematical Intrapersonal/ Interpersonal Bodily–Kinesthetic

Teacher instructions

Preparation

- Photocopy the *What we know, what we need to know* worksheets for individuals/groups.
- Gather enough textas for each individual/group.

Introduction

1. Explain to students that the group may already have knowledge about cannabis and its effects, as well as its legal and social issues. Explain that the aim of this lesson is to identify what is already known and discover any issues students would like to learn more about. Explain that this is an opportunity for students to be involved in the planning of the unit.

Body of lesson

2. Students can complete the worksheet alone or in groups of three or four.
3. Give each student or group a *What we know, what we need to know* worksheet and a texta. Ask students to list things they already know about cannabis in the first section, what they would like to know in the second section, and the best ways of finding out this information in the third section. Tell students to leave the last section blank and it can be completed at the end of the unit.
4. Students can give feedback to the teacher or complete a large table on the board.

OR

Each group can join with another group and compare notes by circling in red the ideas that were the same on their worksheets. They can then find another group and repeat the process. This activity means a brief

survey was conducted and the large group feedback will reveal how common items of knowledge and interest are linked. In writing up feedback, the teacher can ask: “Which ‘already know’ items in your group were known by everyone?” and “Which items of ‘need to know’ were identified by everyone?”

Conclusion

5. The teacher can use the results to show students the wide range of knowledge they already share as a group. The ‘need to know’ section shows the class the areas of interest they have in certain topics. The teacher can explain that the ‘need to know’ and ‘how we can find out’ sections give students input to the future progress of the unit (collect sheets to complete at the end of the unit).

Teacher’s note: The responses to this activity can lead the approaches you could take for the next section: Knowledge-gathering activities.

Introduction–I

Resource Worksheet Activity 1B: What we know, what we need to know

Things we already know

What we need to know

How we can find this information

What we have learnt

Lesson Intro I1C: Jigsaw puzzle room ramble

Skills	Level	Basic lesson description	Resources	Intelligences
Intro I1C Working together to solve problems, and to discuss and evaluate scenarios Create role-plays	2/3	Students have jigsaw pieces of scenes of scenarios. An option exists to discuss/act out scenarios, and discuss the level of reality.	<ul style="list-style-type: none"> • Pictures of scenes cut along jigsaw lines • <i>Jigsaw puzzle room ramble</i> worksheet 	Bodily–Kinesthetic Interpersonal

Teacher instructions

Preparation

- Photocopy enough *Jigsaw puzzle room ramble* worksheets for either each individual or one for each group.
- Photocopy the jigsaw scenes and cut along the lines, ensuring that adequate pieces are prepared for the number of students in your class to allow for the completion of scenes.

Introduction

1. Explain to students that they will be discussing a range of scenarios related to cannabis use.
There will also be an option for students to role-play their scenarios.

Body of lesson

2. Hand out one cut jigsaw piece to each student from the range of scenes.
3. Tell students to roam around the classroom and find other students who have the extra pieces to complete their particular jigsaw. Ask the students to then assemble their jigsaw.
4. Once the jigsaws have been assembled, hand out the worksheets to each individual (or one for each group) and tell them to discuss the questions and provide detailed answers.
5. Ask students to come back together as a class and conduct a discussion on each group's answers. If there is more time, give students the option of role-playing their scenes.

Conclusion

6. Conclude that the class responses to the scenes show the range of experiences and messages we are exposed to about cannabis in society and in the popular media.

Teacher's note: Set up rules for role-playing: always play fictional characters; and allow all students to come out of character at the end, making sure that they discuss the characters in the third person.

Introduction–I

Resource Worksheet Activity 1C: *Jigsaw puzzle room ramble*

Using the jigsaw picture scenario you have assembled, complete the following.

1. Give your scene a title.

2. Describe what is happening in your scene.

3. Name each character and explain what he or she is thinking.

4. What could happen next in this scene? Give positive, negative and neutral suggestions.

(a) Positive: _____

(b) Negative: _____

(c) Neutral: _____

5. What might happen if this was a Hollywood movie or soap opera?

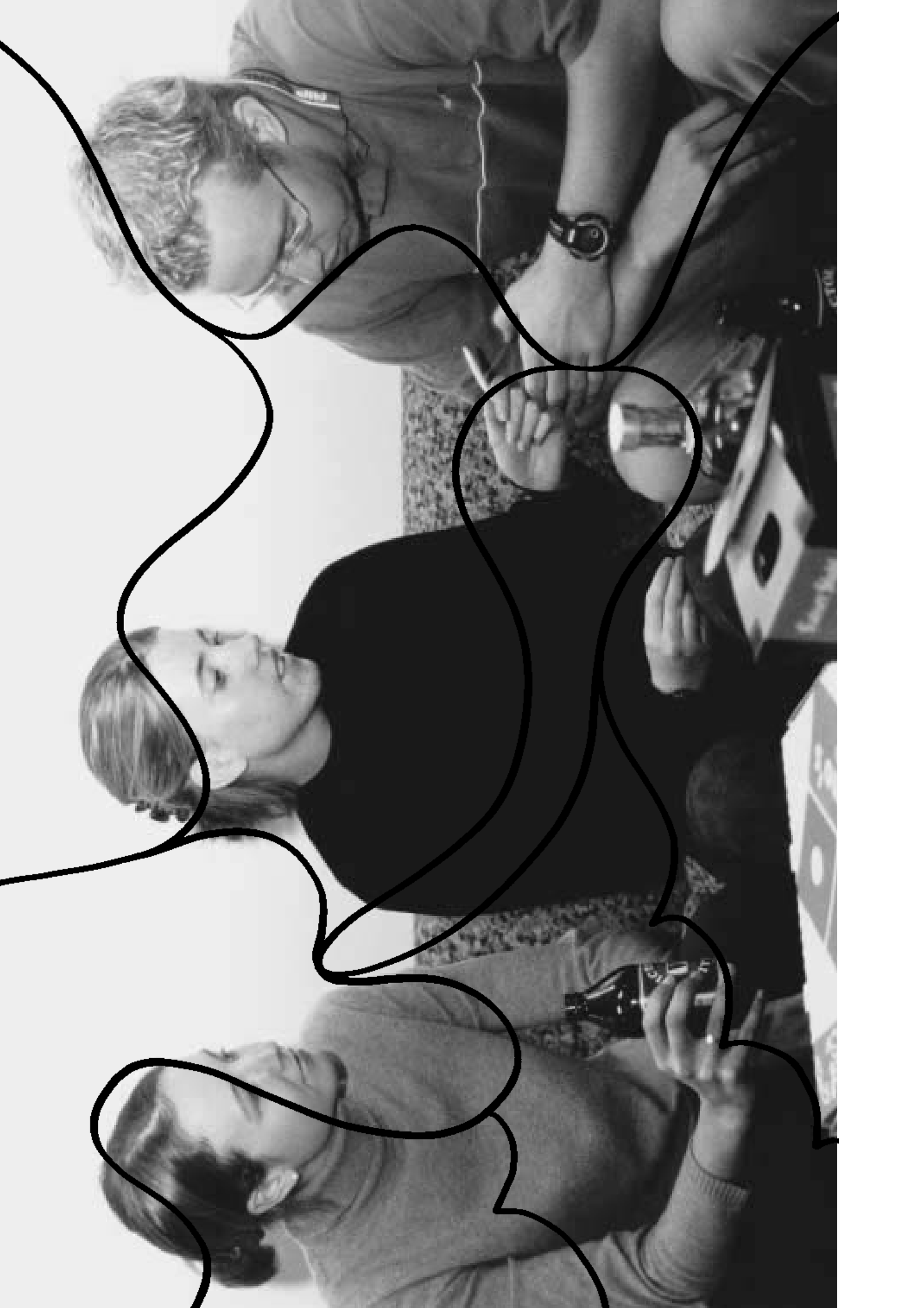
6. What might happen if this was you or your friend in real life?

Resource jigsaw pictures

- Considering driving while under the influence
- Caught by parents
- Considering trying cannabis at a party
- Paranoid
- Visiting a health clinic
- Vomiting









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Outcome I2—Students consider the reliability of sources of information about cannabis (1 lesson option)

Skills	Level (see p 8)	Description	Intelligences	Page
Intro I2 Students rank sources of information through critical analysis.	2/3	Students complete the <i>Where did you hear that?</i> worksheet, alone or in groups. An option to take the activity further by ranking reliability of sources is provided.	Interpersonal Logical–Mathematical	31

Introduction–I

Lesson Intro I2: Where did you hear that?

Skills	Level	Basic lesson description	Resources	Intelligences
Intro I2 Students rank sources of information through critical analysis	2/3	Students use the <i>Where did you hear that?</i> worksheet, either alone or in groups, to identify what they know, which sources they heard it from and which sources are reliable for that type of information.	• <i>Where did you hear that?</i> worksheet	Interpersonal Logical–Mathematical

Teacher instructions

Preparation

- Photocopy the *Where did you hear that?* worksheet for each student or for small groups.

Introduction

1. Explain to students that they have probably heard many things about cannabis. One of the tasks today is to list everything they have heard. They need to consider that what they know about cannabis has come from a range of sources, some may be very reliable, some less reliable. For example, they may know the physical effects of cannabis because of what they have seen in the movies, heard from their parents or read in a drug education pamphlet.
2. To be well informed, students need to make sure they check the reliability of their sources of information.

Body of lesson

3. Hand out the worksheets and ask students to list the statements they have heard about cannabis use in the first column, then to list the sources of the statement in the second column. Some statements may have only one source, some may have many.
4. Bring the class back together and ask for feedback to list all of the sources of information on the board (eg doctors, concerned parents, a trustworthy friend, teachers, police).

5. Ask students to look at this list of sources and discuss the following.

- What makes a source reliable? Unreliable?
- Does the reliability depend on the type of information? What are some examples.

Ensure that students are aware that sources of information may have hidden agendas. A friend at a party might really want you to smoke with him or her and might say anything to get you to try, while a drug foundation pamphlet contains scientific research.

6. Ask students to return to groups and use the class list of resources to complete the third column—ranking sources in order of reliability for this type of information.

Conclusion

7. Bring groups together and ask for the types of resources that were considered most (and least) reliable. Ask for feedback about situations where it is complicated. Conclude that there are many sources of information which allow students to consider a range of options.

Resource Worksheet Activity 12: *Where did you hear that?*

What I've heard	Where I heard it (List sources of information)	Rank sources in order of reliability for this type of information
		1.
		2.
		3.
		4.
		5.
		1.
		2.
		3.
		4.
		5.
		1.
		2.
		3.
		4.
		5.
		1.
		2.
		3.
		4.
		1.
		2.
		3.
		4.
		1.
		2.
		3.
		1.
		2.
		3.

Introduction–I

Outcome I3—Students gain a basic knowledge of cannabis issues (2 lesson option)

Skills	Level (see p 8)	Description	Intelligences	Page
Intro I3A Solving problems through association and elimination.	1/2	Students complete the <i>Cannabis quiz jigsaw</i> alone or in groups. They then complete the true/false questions and match the questions with the answers on the worksheet.	Intrapersonal/Interpersonal Logical–Mathematical	34
Intro I3B Students work together discussing information to seek answers. Students learn from each other to gather information.	2/3	Each person is responsible for a quiz answer/question, which must be matched up with someone in the room. Discuss information.	Bodily–Kinesthetic Interpersonal	38

Lesson Intro I3A: Cannabis quiz jigsaw

Skills	Level	Basic lesson description	Resources	Intelligences
Intro I3A Solving problems through association and elimination	1/2	Students complete the <i>Cannabis quiz jigsaw</i> alone or in groups. They then complete the true/false questions and match the questions with the answers on the worksheet.	<ul style="list-style-type: none"> • Question sheet • Solution sheet • Solution sheet (for teacher) • Glue • Scissors 	Intrapersonal/Interpersonal Logical–Mathematical

Teacher instructions

Preparation

- Photocopy the question sheet on p 35, (either one each or one between two).
- Photocopy the solution sheet on p 36 and cut it into strips (each strip has the answers for the quiz questions).
- Gather enough scissors and glue for each pair of students.

Introduction

1. Explain to the students that they will be attempting a true/false quiz, and that they will be finding the answers by completing a word jigsaw.

Body of lesson

2. Hand out the question sheet and ask the students to circle true or false for each question. Guessing is okay.
3. Hand out the solution sheet together with scissors and glue. Tell the students to cut up the worksheet into separate answers. Students are to read through the questions and answers and then paste the answers next to the matching question on their question sheet.

Conclusion

4. When they have finished, each group can read out their questions and answers.

Optional: Hand out the question/solution sheet to each pair if you wish.

5. Allow time to clarify any questions or discuss issues arising from questions.

Introduction–I

Resource Worksheet Activity I3A: Cannabis quiz jigsaw (p 1)

Question sheet

QUESTIONS	CIRCLE	PASTE IN THE SOLUTIONS
1. Cannabis is legal in parts of Australia.	True False	
2. Cannabis acts as a stimulant in the body.	True False	
3. Cannabis is harmless because it is 'natural'.	True False	
4. Cannabis slows the body down.	True False	
5. Cannabis is addictive.	True False	
6. Users cannot be charged for driving after using cannabis.	True False	
7. Using cannabis is better for your health than using tobacco.	True False	
8. Over half of the Australian population have used cannabis.	True False	
9. Cannabis causes unpleasant psychological effects in some users.	True False	

Resource Worksheet Activity 13A: Cannabis quiz jigsaw (p 2)

Solution sheet

-
- False In small doses cannabis acts as a depressant on the central nervous system. Users will experience a slowing of reflexes and coordination.
-
- False Use of cannabis in Australia is not legal. A mixture of penalties across states and territories exists for growing, possessing, using and selling.
-
- False Cannabis and tobacco smoke are similar. Cannabis smoke contains even more of some cancer-causing ingredients than tobacco smoke.
-
- True People can become addicted to cannabis.
-
- False Many drugs including cannabis, tobacco and alcohol are derived from plants or vegetable matter. Like all of them, cannabis can have harmful effects on the user's body.
-
- False It is illegal to drive under the influence of cannabis.
-
- True Cannabis slows your coordination and reflexes.
-
- True People using cannabis may experience psychological effects such as anxiety or hallucinations (seeing/hearing things that aren't really there).
-
- False More than 65 per cent of the Australian population have never used cannabis.

Introduction–I

Resource Worksheet Activity 13A: Cannabis quiz jigsaw (p 3)

Solution sheet (for teacher)

1. Cannabis is legal in parts of Australia.	False	Use of cannabis in Australia is not legal. A mixture of penalties, across states and territories exists for growing, possessing, using and selling.
2. Cannabis acts as a stimulant in the body.	False	In small doses cannabis acts as a depressant on the central nervous system. Users will experience a slowing of reflexes and coordination.
3. Cannabis is harmless because it is 'natural'.	False	Many drugs including cannabis, tobacco and alcohol are derived from plants or vegetable matter. Like all of them, cannabis can have harmful effects on the user's body.
4. Cannabis slows the body down.	True	Cannabis slows your coordination and reflexes.
5. Cannabis is addictive.	True	People can become addicted to cannabis.
6. Users cannot be charged for driving after using cannabis.	False	It is illegal to drive under the influence of cannabis.
7. Using cannabis is better for your health than using tobacco.	False	Cannabis and tobacco smoke are similar. Cannabis smoke contains even more of some cancer-causing ingredients than tobacco smoke.
8. Over half of the Australian population have used cannabis.	False	More than 65 per cent of the Australian population have never used cannabis.
9. Cannabis causes unpleasant psychological effects in some users.	True	People using cannabis may experience psychological effects such as anxiety or hallucinations (seeing/hearing things that aren't really there).

Lesson Intro I3B: Cannabis quiz room ramble

Skills	Level	Basic lesson description	Resources	Intelligences
Intro I3B Students work together discussing information to seek answers. Students learn from each other to gather information.	2/3	Each student is given a question or answer and must match them up. Each pair presents their information. Students summarise what they have learnt on a quiz sheet. See Activity I3A: Cannabis quiz jigsaw.	<ul style="list-style-type: none"> • Quiz sheet and Quiz answer sheet cut into separate cards • Question sheet from Activity I3A: Cannabis quiz jigsaw (see p 35) 	Bodily/Kinesthetic Interpersonal

Teacher instructions

Preparation

- Photocopy the quiz sheet (two sheets with nine cards) and cut them into cards.
- Photocopy the quiz sheet (two sheets with nine cards) and cut them into cards.
- Ensure that each member of the class will have one card in his or her hand.
- Photocopy a class set of the solution sheet (for teacher, see p 37) from Activity I3A: Cannabis quiz jigsaw to summarise the information at the end.

Introduction

1. Hand each student a card as he or she enters the room.

Body of lesson

2. Explain to students that they have a partner somewhere in the room who will have either an answer to their question, or a question to their answer.
3. To find their partner, ask students to move around the classroom so that they are interacting and discussing their cards with other students.
4. When students think they have found their partner they sit down.

Conclusion

5. When all students are seated, ask each pair to read their question and answer.
6. Ask for any questions about the information raised.
7. Students can then be given the question sheet from Activity I3A (see p 35), asked to answer true or false and to try to write information in the blank spaces. Pairs can present their information again for students to double-check their answers.

Teacher's note: This activity assumes that students have completed prior activities or have some knowledge about cannabis.

Introduction–I

Resource Worksheet Activity 13B: *Quiz room ramble sheet*

Quiz sheet

Statement

Cannabis is legal in parts of Australia.

Statement

Cannabis acts as a stimulant in the body.

Statement

Cannabis is harmless because it is ‘natural’.

Statement

Cannabis slows the body down.

Statement

Cannabis is addictive.

Statement

Users cannot be charged for driving after using cannabis.

Statement

Using cannabis is better for your health than using tobacco.

Statement

Over half of the Australian population have used cannabis.

Statement

Cannabis causes unpleasant psychological effects in some users.

Introduction–I

Resource Worksheet Activity 13B: Cannabis quiz room ramble

Quiz answer sheet

Answer

Use of cannabis in Australia is not legal. A mixture of penalties across states and territories exists for growing, possessing, using and selling.

FALSE

Answer

While cannabis is classed chemically as an hallucinogenic drug, in small doses it acts as a depressant on the central nervous system. Users typically experience a slowing of reflexes and coordination. In stronger concentrations, such as hash, users can experience auditory and visual hallucinations.

FALSE

Answer

Cannabis can cause many harmful effects on the body. It can damage your respiratory system, effect your memory, and may trigger mental illness. It can also lead to reduced concentration and slower reflexes and coordination.

TRUE

Answer

People can become dependent on any drug. Whether users become addicted to a drug depends on how much and how often they use the substance. Both 'physical dependence' and 'psychological dependence' to cannabis have been observed.

TRUE

Answer

It is illegal to drive under the influence of marijuana. Users of cannabis can be charged with and convicted of driving a car under the influence.

FALSE

Answer

Cannabis is more damaging than tobacco as it contains more tar and cancer-causing agents. It can damage the lungs, the respiratory system and is also linked to cancers of the mouth, tongue and lungs.

FALSE

Answer

More than 65 per cent of the Australian population have never used cannabis.

FALSE

Answer

People using cannabis may experience psychological effects such as anxiety or hallucinations (seeing/hearing things that aren't really there). Some people are more vulnerable to the psychological effects of cannabis than others and should avoid using it.

TRUE

Answer

Many drugs including cannabis, tobacco and alcohol are derived from plants or vegetable matter. Like all of them, cannabis can have harmful effects on the user's body.

FALSE

Introduction–I

Outcome I4—Students complete a comprehension task to gather information on cannabis (1 lesson option)

Skills	Level (see p 8)	Description	Intelligences	Page
Intro I4 Comprehension questions.	2/3	Working alone, students use the cannabis information guide provided to answer 14 comprehension questions.	Intrapersonal	44

Lesson Intro I4: Comprehension questions

Skills	Level	Basic lesson description	Resources	Intelligences
Intro I4 Comprehension questions	2/3	Working alone, students use the Cannabis information guide provided to answer 14 comprehension questions.	• Cannabis information guide and <i>Commonly asked questions about cannabis</i> worksheet	Intrapersonal

Teacher instructions

Preparation

- Photocopy a class set of the Cannabis information guide on pp 17-20 and the *Commonly asked questions about cannabis* worksheet on p 45.

Introduction

1. Explain to students that it is important to have a resource of factual information about cannabis and that this lesson will allow them to work at their own pace to answer the questions and learn much more about the different issues surrounding cannabis.

Body of lesson

2. Hand out the questions and the Cannabis information guide.
3. Ask students to tick any questions that they think they can answer as you read down the list together (this should create a more engaging response to class reading).
4. Ask students to begin reading the information and answering the questions.

OR

Ask students to volunteer possible answers to the questions before they begin their work (this may help some students focus on the task ahead).

Conclusion

5. Answers can be swapped with partners, given to a group marker to correct, or the teacher can collect and mark them.

Teacher's note: Bring students together at the conclusion of this activity to discuss and share the information they have discovered.

Introduction–I

Resource Worksheet Activity 14: Commonly asked questions about cannabis

Please answer the following questions with as much detail as possible.

1. What is cannabis?

2. Describe the history of cannabis.

3. List three statistics that demonstrate how many people use cannabis.

(a) _____

(b) _____

(c) _____

4. List five reasons why people might use cannabis.

Can you think of any other reasons?

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

Other: _____

5. What are the immediate effects of using cannabis?

6. Does cannabis carry risks of harm for the user? Why?

7. What are some of the ways that cannabis can affect a user's body?

8. Describe how cannabis stays in the body and for what period?

9. Does cannabis cause mental illness and psychosis? Explain.

10. What are the effects of combining cannabis with other drugs? List any medical uses for cannabis.

11. Can cannabis use lead to addiction? Explain.

12. Does the use of cannabis lead to the use of other illegal drugs? Explain.

13. Why is there so much confusion about cannabis? Describe the cannabis laws in three Australian states or territories.

(a) _____

(b) _____

(c) _____

14. Describe the differences between decriminalisation and legalisation.

Knowledge–K

Knowledge-gathering activities

This section provides opportunities for students to further develop and consolidate their personal knowledge of cannabis issues. A range of fact-finding activities are offered to suit student competencies and school resources. These lessons are followed by activities that allow for students to present what they have learnt in a variety of ways including crossword creation, stories, music and rhyme. This section also provides the opportunity for students to discuss and rank the harms/risks associated with cannabis use.

Outcome K1—Students collect and sort a range of information about cannabis including the social, emotional and physical effects of use on the individual (3 lesson option)

Skills	Level (see p 8)	Description	Intelligences	Page
Know K1A Fact-finding about the effects of cannabis use.	1	Students find facts using body maps and pamphlets and by completing some research.	Logical–Mathematical Intrapersonal/Interpersonal	48
Know K1B Fact-finding using different work stations around the room.	2	Students use different work stations around the room to research cannabis and then report back to their team.	Intrapersonal/Interpersonal Bodily–Kinesthetic	51
Know K1C Students work at their own pace to research a range of resources.	2/3	Students work at their own pace to research a range of resources using a research grid.	Intrapersonal	52

Lesson Know K1A: Fact-finding—body maps

Skills	Level	Basic lesson description	Resources	Intelligences
Know K1A Fact-finding about the effects of cannabis use	1	Working alone or in groups, students find out facts about the effects of cannabis use.	• <i>Commonly asked questions about cannabis/body map</i>	Logical– Mathematical Interpersonal/ Intrapersonal

Teacher instructions

Preparation

- Decide if students will work alone or in groups.
- Photocopy the body map and the *Commonly asked questions about cannabis* (pp 17-20).

Introduction

1. Explain that students will be investigating the effects of cannabis use. Students will read the questions and then summarise the many effects of cannabis onto the body map.

Body of lesson

2. Hand out the body maps and the *Commonly asked questions about cannabis* to the students, who will then summarise information under each of the headings on their body maps.

OR

Working in groups, each student can choose a heading to summarise and then share his or her summary with group members.

Conclusion

3. When the maps have been finished, allow students to check that they have gathered the appropriate information. This can be achieved by having some students read out the responses listed on their body maps. The teacher can then add any information that has been omitted.
4. Tell students to keep the maps in their workbooks; alternatively display the maps on the walls for referral during the unit.

Evaluation task

Teachers should bring students together at the conclusion of this activity to discuss and share the information they have discovered. This will demonstrate the level of understanding that each student has gained by completing this activity.

Alternatively

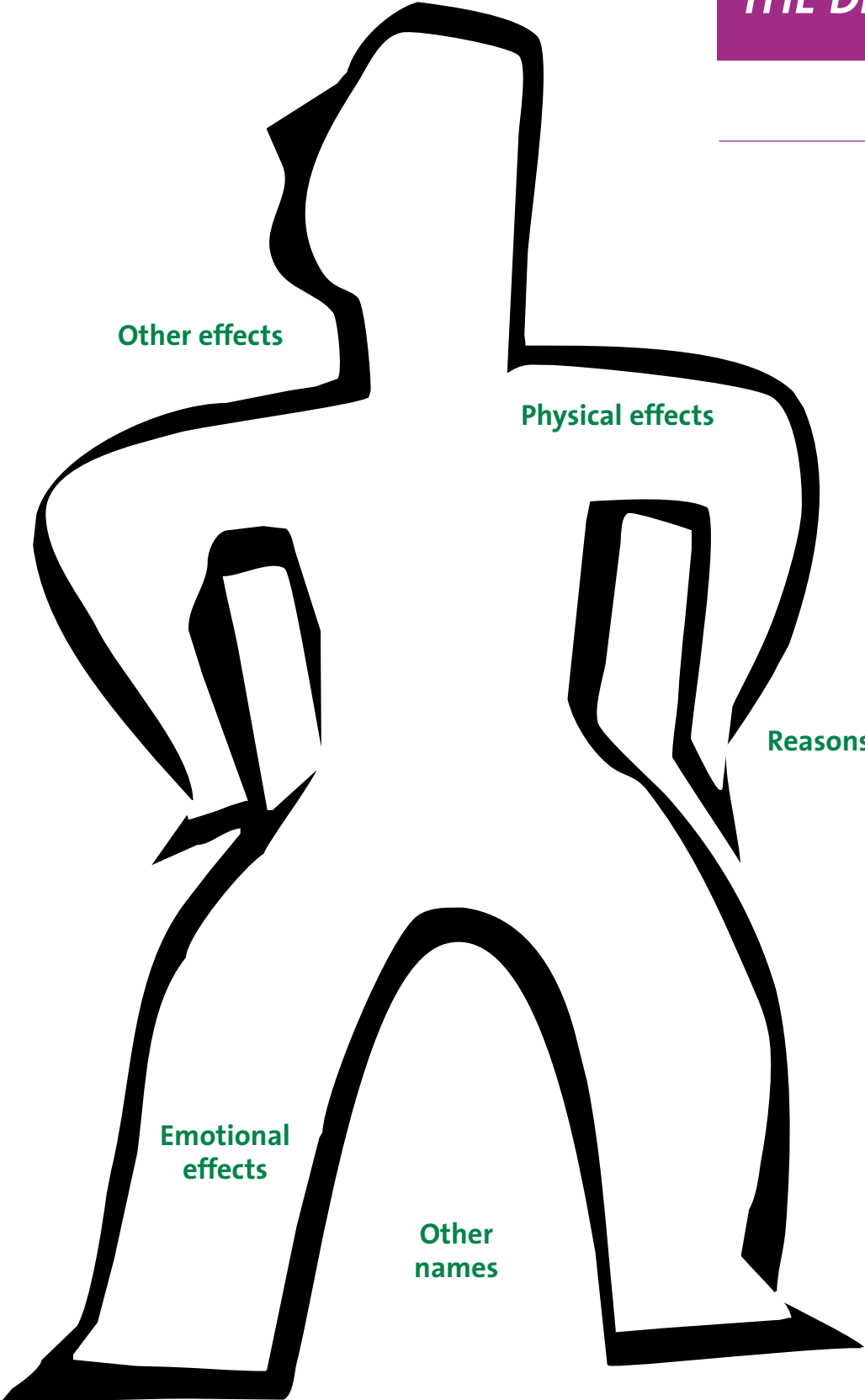
Teachers can collect body maps and monitor understanding based on the students' responses to each of the headings.

The headings on the body map are:

- Emotional effects
- Physical effects
- Other effects
- Other names
- Reasons for use

Body map

THE DRUG:



Information sheet

Read the information below and summarise the many different effects of cannabis onto the body map provided.

Reasons for use

- To feel good
- To relax
- To improve moods
- To reduce inhibitions
- To enhance sensory perceptions
- To rebel against societal structures
- To conform to peer pressure
- To experiment
- To escape everyday life
- Boredom
- Parental influence
- To have fun
- To gain more confidence

Physical effects

For regular or heavy users, the physical effects of cannabis use can include reduction in memory, concentration and motivation.

First-time users can report headaches, nausea, fainting, mental confusion.

General effects include the following.

- Reddened eyes
- Addiction
- Getting high
- Being stoned
- Having the giggles
- Memory loss
- Headaches
- Respiratory problems
- Increased appetite (munchies)
- Dizziness
- Impaired coordination and balance
- Reduced concentration and slower reflexes
- Delusions or hallucinations

Other effects

- Effects on pregnancy
- Lifestyle effects
- Unwanted/unprotected sex
- Health problems
- Respiratory system damage
- Financial difficulties
- Legal problems
- Conflict with family and friends
- Cloudy judgment
- Accidents
- Linked to cancer of the mouth, tongue and lungs

Emotional effects

The emotional effects of cannabis use can include feelings of wellbeing, lowered inhibitions, relaxation and depression.

Other names for cannabis

- Green
- Pot
- Smoke
- Toilet duck
- Joint
- Mull
- Grass
- Marijuana
- Mary Jane
- Stash
- Dope
- Weed
- Gunga
- Yarnie
- Ganja

Knowledge–K

Lesson Know K1B: Fact-finding— multiple work stations

Skills	Level	Basic lesson description	Resources	Intelligences
Know K1B Fact-finding using different work stations around the room	2	Students use different work stations around the room to research cannabis and then report back to their team. Research involves the use of videos/ books/pamphlets/guest speaker.	<ul style="list-style-type: none"> • Body maps • <i>Wasted</i> video/ books/pamphlets/ guest speaker 	Interpersonal/ Intrapersonal Bodily–Kinesthetic

Teacher instructions

Preparation

- Photocopy the body map on p 49.
- Prepare two or more work stations. These will vary depending on available resources and student skills. Set up areas for each station with chairs surrounding each area. Select a range of resources from the following.
 - *From this kit*: body maps, pamphlets, *Wasted* video.
 - *Possible local resources*: library books, school counsellor, local school-based police offices, Australian Drug Foundation (ADF) posters.

Introduction

1. Explain that students will be working in teams of five to investigate the effects of cannabis use.
2. Explain that as a team, their task is to complete a body map. Each member will have a heading to investigate. They will move to different stations to collect information, then return to their teams to share the information they have gathered.
3. Divide the class into teams and hand out the body maps.

Body of lesson

4. Ask students to count the headings on their map and then, in their teams, number off...
5. Allocate headings for team members by first explaining and then writing them on the white board. Explain the various roles for each team member as follows.

“Every number one will investigate physical effects at table x, every number two will investigate emotional effects at table y”, etc.

6. Tell students that when they are at their stations they can work with others from different teams to gather information.
7. Give students an appropriate time limit (eg 5–10 minutes) and then ask them to move to their allocated table/work station to begin research.
8. Roam around the room to assist students, ensuring that they are able to gather information.

Conclusion

9. When students have finished at each station, they return to their teams and share the information they have gathered. Other team members fill in the other headings on their body maps by listening to their team.
10. Tell students to keep the maps in their workbooks; alternatively display the maps on the walls for referral during the unit.

The headings on the body map are:

- Emotional effects
- Physical effects
- Other effects
- Other names
- Reasons for use

Lesson Know K1C: Fact-finding—*independent research*

Skills	Level	Basic lesson description	Resources	Intelligences
Know K1C Students work at their own pace to research a range of resources	2/3	Students work at their own pace to individually research a range of resources.	<ul style="list-style-type: none"> • <i>Independent research—grid</i> • <i>Summary of research</i> • <i>Wasted video/ books/pamphlets</i> 	Intrapersonal

Teacher instructions

Preparation

- Photocopy the two-sided sheet from pp 53 and 54, *Independent research—grid* and *Summary of research*.
- Identify the resources that are to be used.

Introduction

1. Explain that students will be working individually to collect information about cannabis.
2. Explain that students will be required to research at least three different resources to gather information about cannabis.

Body of lesson

3. Hand out the *Independent research—grid* worksheet to each student.
4. Explain that the grid is designed to collect similar information from different resources.
5. Explain to students that they can choose topics about cannabis that they wish to research, for example physical effects, legal effects, ethical issues, social issues, long term effects, history of cannabis, mental health issues, prevention strategies, cannabis around the world.
6. Have students write the name of the resources to be used on the side of the *Independent research—grid* worksheet.
7. Set an appropriate time limit for each resource/topic and let students begin.

Conclusion

8. When students have completed their research, ask them to summarise their information on the *Summary of research* worksheet.
9. Explain to students that there are many benefits to using a range of resources when researching a topic, including verifying information and consolidating knowledge.

Evaluation task

Teachers can collect work as an assessment task, or have students share their summaries. This will enable the students to demonstrate their knowledge on a range of cannabis topics and show that they were able to conduct research using different resources.

Knowledge–K

Resource Worksheet Activity K1C: *Independent research—grid*

Choose from the following topics, or create your own, to complete research using a range of resources.

Suggested topics: physical effects, legal effects, ethical issues, social issues, long term effects, history of cannabis, mental health issues, prevention strategies, cannabis around the world.

Topic 1:

Resource 1

Resource 2

Resource 3

Topic 2:

Resource 1

Resource 2

Resource 3

Topic 3:

Resource 1

Resource 2

Resource 3

Resource Worksheet Activity K1C: *Summary of research*

Use the completed research grid to summarise the topics you have investigated. Make sure you use your own words.

Topic 1:

Topic 2:

Topic 3:

Knowledge–K

Outcome K2—Through the use of creative arts, students share knowledge about cannabis and its consequences (3 lesson option)

Skills	Level (see p 8)	Description	Intelligences	Page
Know K2A Consolidating knowledge by applying it to a game medium.	1/2/3	Students design their own puzzles, and create the clues and answers by using the worksheets provided.	Intrapersonal Linguistic Logical–Mathematical	56
Know K2B Using storytelling to communicate messages and knowledge gained about cannabis.	2/3	Students plan, write and illustrate a story for younger students. Themes include prevention, resisting pressure, and performing drug-free.	Interpersonal Linguistic	60
Know K2C Using aspects of creative arts to communicate messages about the potential problems of cannabis use.	1/2/3	Students explore health campaign messages and music as mediums to educate about drugs. Students use limericks or lyrics to present their own messages about drugs.	Interpersonal Linguistic	62

Lesson Know K2A: Creating crosswords and puzzles

Skills	Level	Basic lesson description	Resources	Intelligences
Know K2A Consolidating knowledge by applying it to a game medium.	1/2/3	Using a selection of worksheets, students design their own puzzles, and also create the clues and answers for these puzzles.	<ul style="list-style-type: none"> • <i>Cannabis wordfind</i> worksheet • <i>Creating crosswords and puzzles</i> worksheet • <i>Crossword making grid</i> worksheet 	Intrapersonal Linguistic Logical-Mathematical

Teacher instructions

Preparation

- Photocopy the *Cannabis wordfind* worksheet on p 57.
- Photocopy the *Creating crosswords and puzzles* worksheet on p 58.
- Photocopy the *Crossword making grid* worksheet on p 59.

Introduction

1. Give students a copy of the *Cannabis wordfind* worksheet to complete. This will remind them of the terms relevant to cannabis.
2. Explain to students that they will be creating their own crosswords on cannabis that will use the knowledge they have developed during this unit.
3. Hand out the other two worksheets.
4. Tell students that there are steps to their task.
 - (a) Think of a word relating to cannabis and mark it in pencil on the crossword grid where you think it should go, noting how many squares the word will take up. Make sure students don't write the clue in the crossword grid or in the lines provided below. Ask them to write this on a separate piece of paper. This means that each crossword can be distributed to other students to complete.
 - (b) Insert a number where the first letter of the word will be at the top left of the square.
 - (c) Write the number in the section below (in either the across or down section) and create a clue relevant to the word you have just entered in the crossword grid.

5. Explain to students that the blank line before each clue should be left blank as other class members will complete it later.

Body of lesson

6. Students work on words and clues.

Conclusion

7. Collect the puzzles and photocopy them.
8. Give the students the opportunity to try their puzzles on their classmates or with other classes/year levels.
9. Ask students if you can keep copies of their puzzles to use with other classes.

Evaluation task

The degree of completion of this crossword using relevant terminology and appropriate clues indicates the level of understanding a student has achieved in relation to important terms relating to cannabis.

Teacher's note: Students should keep in mind the audience they choose for their puzzle/crossword (eg year 7s, year 11s, parents or peers).

Knowledge–K

Resource Worksheet Activity K2A: Cannabis wordfind (p 1)

Cannabis

T H S P N D I T U S L H L G S
N A T S S O H L S H A T N P N
A R N J C C I E L S J I C O O
L M I E H U N T H E K H O S I
U F O U I I M I C C G M N S T
M U J X Z H S I I I A A E E I
I L C Z O H J F H R D U L S B
T R I O P R F U B N O D Z S I
S D B S H A E G A M A D A I H
E X P E R I M E N T A T I O N
R Y N T E P O L I C E S Y N I
B K J A N A U J I R A M Q Y K
Y O N O I T A S I L A G E L Q
Z I N C A N N A B I S G T V N
R X K G C U L T I V A T I O N

ADDICTION

BONG

CANNABIS

CONE

CULTIVATION

DAMAGE

DIZZINESS

EXPERIMENTATION

HARMFUL

HASHISH

ILLEGAL

INHIBITIONS

JOINTS

LEGALISATION

MARIJUANA

POLICE

POSSESSION

SCHIZOPHRENIA

STIMULANT

THC

TRAFFICKING

Resource Worksheet Activity K2A: *Creating crosswords and puzzles (p 2)*

In this activity you will be creating your own cannabis wordfind using the worksheets provided. To complete this wordfind you will be using the knowledge you have developed in previous lessons about cannabis.

One good way of developing your wordfind is to brainstorm a topic about cannabis. For example, you may choose “effects of use”. Think of all the words relevant to this topic, eg inhibitions, drowsiness, and illegal. Other topics could include “reasons to use/not to use”, “people/services to help” and “words associated with cannabis”.

When creating your wordfind you will need to think up words and clues first, and then begin creating the puzzle.

For example, another name for marijuana (cannabis); the origin of marijuana (plant).

Knowledge-K

Resource Worksheet Activity K2A: Crossword making grid (p 3)

Crossword title: _____

	^{2.} T								
	H								
	^{1.} C	A	N	N	A	B	I	S	

CLUES

Across

1. Another name for marijuana (8)

Down

2. The chemical component that effects your brain (3)

WORD

Lesson Know K2B: Writing and telling stories

Skills	Level	Basic lesson description	Resources	Intelligences
Know K2B Using storytelling to communicate messages and knowledge gained about cannabis.	2/3	Students plan, write and illustrate a story for younger students. Themes include prevention, resisting pressure, and performing drug-free.	<ul style="list-style-type: none"> Children's story books <i>Storyboard</i> worksheet 	Interpersonal Linguistic

Teacher instructions

Preparation

- Find some appropriate children's storybooks.
- Photocopy the *Storyboard* worksheets.

Introduction

- Explain to students that they are going to write a children's storybook for an audience much younger than themselves. They will present information, messages and practical strategies to help younger students avoid problems in the future, which may include drugs. Students may use information they have gathered during the unit or undertake further research in writing their story.
- Display a few children's storybooks and talk with students about planning a story of their own. It can be useful to explore the messages and images in a storybook.
- Outline the key elements of a story using the *Storyboard* worksheet.
- Students should work in pairs or small groups for this activity.

Body of lesson

Develop key message/s

- Explain to the students that their message should be clear and easily understood by younger people. It does not necessarily have to be about cannabis. It could be about smoking, taking risks, bullying, eating or drinking things they don't know about.
- Consider some of the following messages to present or be the theme of the story:
 - using drugs can decrease your potential (sporting or academic);

- drugs and medicines not meant for you can make you sick;
- you don't have to follow the group to be an interesting person;
- sometimes life can be tough but family, friends or a teacher can help you;
- using drugs can create lots of problems for people; and
- people can change their behaviour when they take drugs.

Encourage students to create their own message.

- In groups or pairs, get students to fill in a storyboard. This should include brief information about each aspect of the story and any ideas for graphics or photos.
- Allocate time for students to continue their writing in class, or set tasks for homework. Suggest that students try their stories out on parents, and look for creative input from others.
- Invite students to read their stories to each other or swap books among groups and read each other's books.

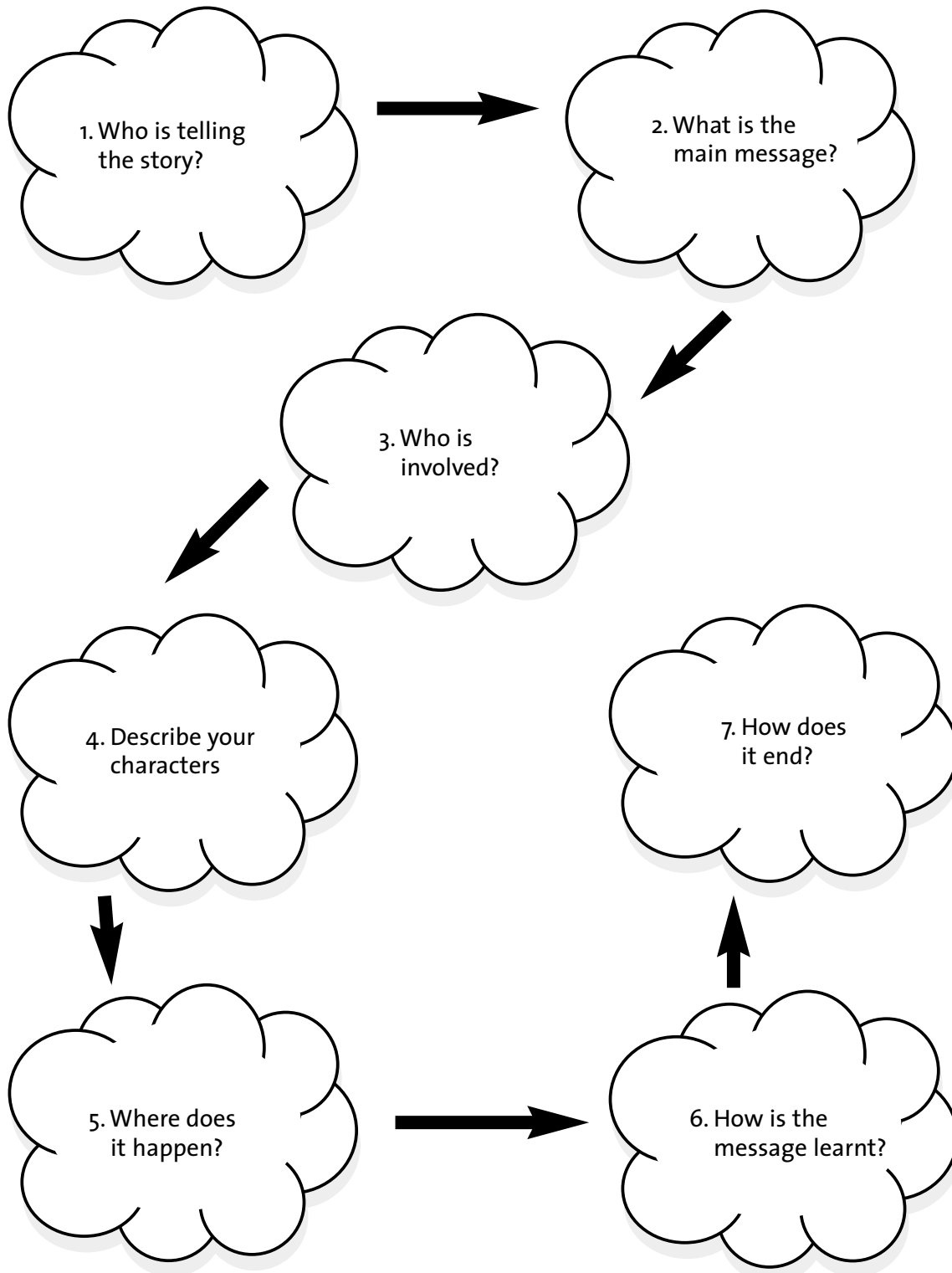
Extension activity

Arrange for students to read their stories to a younger audience or perhaps visit the local primary school.

Teacher's note: Reading children's storybooks, such as big books and pop-up books, can be used to give students ideas and introduce some fun and humour into the class.

Knowledge-K

Resource Worksheet Activity K2B: Storyboard



Lesson Know K2C: Meaning, messages and music

Skills	Level	Basic lesson description	Resources	Intelligences
Know K2C Using aspects of creative arts to communicate messages about the potential problems of cannabis use.	1/2/3	Students explore health campaign messages and music as media to educate about drugs. Students use limericks or lyrics to present their own messages about drugs.	• CD player	Interpersonal Linguistic

Teacher instructions

Preparation

- You will need a CD player.

Introduction

- In this session students will use an aspect of creative arts to write limericks, design posters, tell riddles, and write poems, advertisements, jokes or songs to communicate messages about the potential problems of drug use.

Body of lesson

Part 1: Group brainstorm

- Ask the students to recall any messages or health campaigns they may have seen or heard about drugs/ alcohol (or take the messages from below). Map these on the board.
- Get the students to identify the message.
 - Drugs destroy lives
 - If you drink then drive you're a bloody idiot
 - Speed catches up with you
 - Where are your drinking choices taking you?
 - Belt up or suffer the pain
 - Drink drUnk, the difference is U
 - Every cigarette is doing you damage.

Teacher's note: Highlight that there are different types of illicit drugs and that the body bag ad refers to heroin. While cannabis does not have the same effect as heroin, there are dangers associated with all types of drug use.

Teacher's information: Scare tactics and fear are approaches used to frighten people into changing their behaviour or their beliefs, eg the Quit campaign shows graphic, real-life images of what happens to your lungs when you smoke cigarettes. "If you drink then drive you're a bloody idiot" shows people involved in horrific car accidents as a result of drink-driving.

- Use some of the following sample questions to discuss messages and students' reactions to them.
 - What do you think about using scare tactics or fear approaches in media campaigns?
 - What types of messages work with young people?
 - Do you believe that cannabis addiction can happen to anyone?
 - In the video *Wasted*, do you think Chris was a normal 15-year-old? Explain why or why not.
- Ask the students if they can recall the illicit drug campaign (prostitute/body bag/parent fight) or some recent state-based drug media campaign.

Knowledge–K

Explore the ad campaigns using some of the following questions.

- How effective are these ads?
- What do you like or dislike about these ads?
- What are the key messages of these ads?
- Who do you think these ads are aimed at?
- How might parents react to these ads?
- What kind of drugs do you think these ads are referring to?
- Ask the students to explain their comments.

Part 2: Activity—Creating your own meaningful message

6. Give students a range of options to design and present a useful message about cannabis. They can consider the use of humour, artistic images, the lyrics of a song, an advertisement ... or anything in a creative form.
7. Explain to students that although drug use is a serious issue, the use of humour can be one effective way to communicate information and messages to others.

Teacher's note: Use this as an independent or paired research activity, or a take-home activity to do with parents.

8. Have students use some of the following rhyming words to create their own messages for young people or their parents.
 - dope, hope, cope, mope
 - grog, log, dog, frog
 - booze, cruise, lose, choose, news
 - fool, cool, school, pool, rule, mule, tool, stool
 - bong, song, along, wrong, gong, long
 - grass, pass
 - joint, point, anoint
 - stoned, phoned, boned, toned, loaned, groaned, moaned, droned
 - smoke, poke, evoke
 - cuddle, muddled, huddled, befuddled

Examples of limericks

A young man named Dave

There was a young man named Dave
Who enjoyed the occasional rave
One night while not thinking
Mixed dope and heavy drinking
Unfortunately he's now in the grave.

All about Jane

When finding it too hard to cope
Jane decided she'd try and smoke dope
Now she's hooked line and sinker
And is a very muddled thinker
Getting help now is her only hope.

9. Give students time to work on their messages. Set sections of the task for homework or work in collaboration with the art teacher to complete the task.
10. Have students present or display their work to the class or appropriate group. Consider putting a limerick in the school newsletter.

Part 3: The messages of music

11. Explain that popular musicians today and in the past have written and sung about drugs.

In groups, have students brainstorm a range of songs that deal with drugs, including alcohol. Ask students to write down the words .
12. Get students to explore this with their parents, then collect a few songs and analyse the message of these songs.
 - How are drugs portrayed?
 - Find out how cannabis was portrayed in 1960s?

Teacher's tips: Note some recent artists' songs about cannabis.

Cypress Hill: 'Hits from the bong' and 'I want to get high'.

Eminem: 'My fault' (about magic mushrooms).

Kids: 'Little children don't do drugs'.

Outcome K3—Students identify and rank risks of cannabis use (1 lesson option)

Skills	Level (see p 8)	Description	Intelligences	Page
Know K3 Consequence ladder.	1/2	<p><i>Consequence ladder</i> cards are duplicated for students to complete the activity alone or in groups.</p> <p>Students rank situations and write their responses to the questions on the worksheet.</p>	Intrapersonal Logical–Mathematical Bodily–Kinesthetic	65

Knowledge–K

Lesson Know K3: Consequence ladder

Skills	Level	Basic lesson description	Resources	Intelligences
Know K3 Consequence ladder.	1/2	Students rank situations in relation to the consequences that could result, and write their responses to the questions on the worksheet. The ladder activity can be done in groups or individually.	<ul style="list-style-type: none">• <i>Consequence ladder</i> cards• <i>Consequence ladder—response sheet</i>• Scissors	Intrapersonal Logical–Mathematical Bodily–Kinesthetic

Teacher instructions

Preparation

- Students can draw on the consequences of cannabis use presented in the *Wasted* video, from television, current affairs, or from findings in independent research or web searches.
- Photocopy sets of *Consequence ladder* cards and blank cards, enough to set up groups of five or six students.
- Photocopy a class set of the *Consequence ladder—response sheet*.

OR

- Cut up the sheets so that there are a number of *Consequence ladder* cards.
- Photocopy a class set of the *Consequence ladder—response sheet*.

Introduction

1. Explain to students that they have probably by now developed an understanding of the range of consequences involved in cannabis use.
2. Ask students to call out the consequences they can think of, and write these on the white board.

Body of lesson (Group)

3. Divide the class into groups and hand out one set of *Consequence ladder* cards per group.
4. Have the students check that all of the consequences written on the board are included on their cards (if not, use the blank cards to list any new risks).
5. Have groups deal out their cards so that each person has a small collection.

6. Have students place their situation, one at a time, along a real or imaginary line in the room. Have a big card that reads “Least Harmful” at one end and “Most Harmful” at the other end.
7. Have students justify their positioning (eg being stoned at school could lead to major trouble, possible suspension and poor school work, so it should be placed near the most harmful end).
8. Once all of the group have positioned their *Consequence ladder* cards, offer students the opportunity to move the cards up or down the line with due justification.
9. Ask for groups to share their rankings and identify any similarities between the groups.

Evaluation ideas

By completing an individual consequence ranking sheet, students can justify the priorities, consequences and potential harms of cannabis use. By providing a justification, students demonstrate their understanding on a range of cannabis issues.

Teacher’s note: It is often helpful for the teacher to start this process by moving the situations and explaining reasons for the move. This will hopefully generate healthy discussions and allow the teacher to stress important points.

Resource Worksheet Activity K3: *Consequence ladder*

Loss of licence

Getting a drug conviction

Parents finding out that you have tried cannabis

Getting a police warning

Parents finding you stoned

Trying to cross the road when stoned

Knowledge–K

Trying a joint with friends at home

Dropping out of sport or other activities because of drug use

An asthma sufferer trying cannabis

Smoking cannabis every day for 10 years

Using cannabis if there is a history of psychiatric illness in the family

Selling cannabis to friends at school

Using cannabis to help you deal with relationship problems

Using cannabis with other drugs

Thinking about using cannabis

Getting into a car with a driver who has been smoking cannabis

Having a bong when really stressed

Smoking a joint before going to school

Knowledge–K

Doing something because you were stoned that you later regretted

Knowledge–K

Outcome K4—Students use prior knowledge and other resources to compare cannabis and tobacco (1 lesson option)

Skills	Level (see p 8)	Description	Intelligences	Page
Know K4 Students use prior knowledge and other resources (optional) to compare cannabis and tobacco.	1/2/3	Students work alone or in groups using a Venn diagram to identify the similarities and differences between the two drugs. The group then compares answers to contribute to a group Venn diagram.	Intrapersonal Logical–Mathematical	72

Lesson Know K4: Tobacco versus cannabis

Skills	Level	Basic lesson description	Resources	Intelligences
Know K4 Students use prior knowledge and other resources (optional) to compare cannabis and tobacco.	1/2/3	Students work alone or in groups using a Venn diagram to identify the similarities and differences between the two drugs. The group then compares their answers to contribute to a group Venn diagram.	<ul style="list-style-type: none"> • <i>Cannabis information sheet</i> from Lesson K1A: Fact-finding—body maps • <i>Commonly asked questions about cannabis</i> • Any school resources on cannabis and/or tobacco • <i>Cannabis versus tobacco</i> worksheet 	Intrapersonal Logical–Mathematical

Teacher instructions

Preparation

- Photocopy the *Cannabis versus tobacco* worksheet for each student.
- Photocopy the *Cannabis information sheet* (p 50) from Lesson K1A: Fact-finding—body maps (p 48).

Introduction

1. Explain to students that both tobacco and cannabis are “smoking” drugs and it is important to know the similarities and differences between them.
2. Distribute a copy of the *Cannabis versus tobacco* worksheet.
3. Draw a Venn diagram of two overlapping circles on the white board; label one circle tobacco and one circle cannabis.
4. Explain to the students that they will write information on this diagram. The area where the circles overlap is where students will write the things that are common to both drugs (teachers should write an example in this space, eg Can be smoked). Tell the students that the other areas of each circle are for facts about each drug that are not common with the other drug (the teacher may wish to write “legal to people over 18” in the tobacco circle and “illegal” in the cannabis circle).

Body of lesson

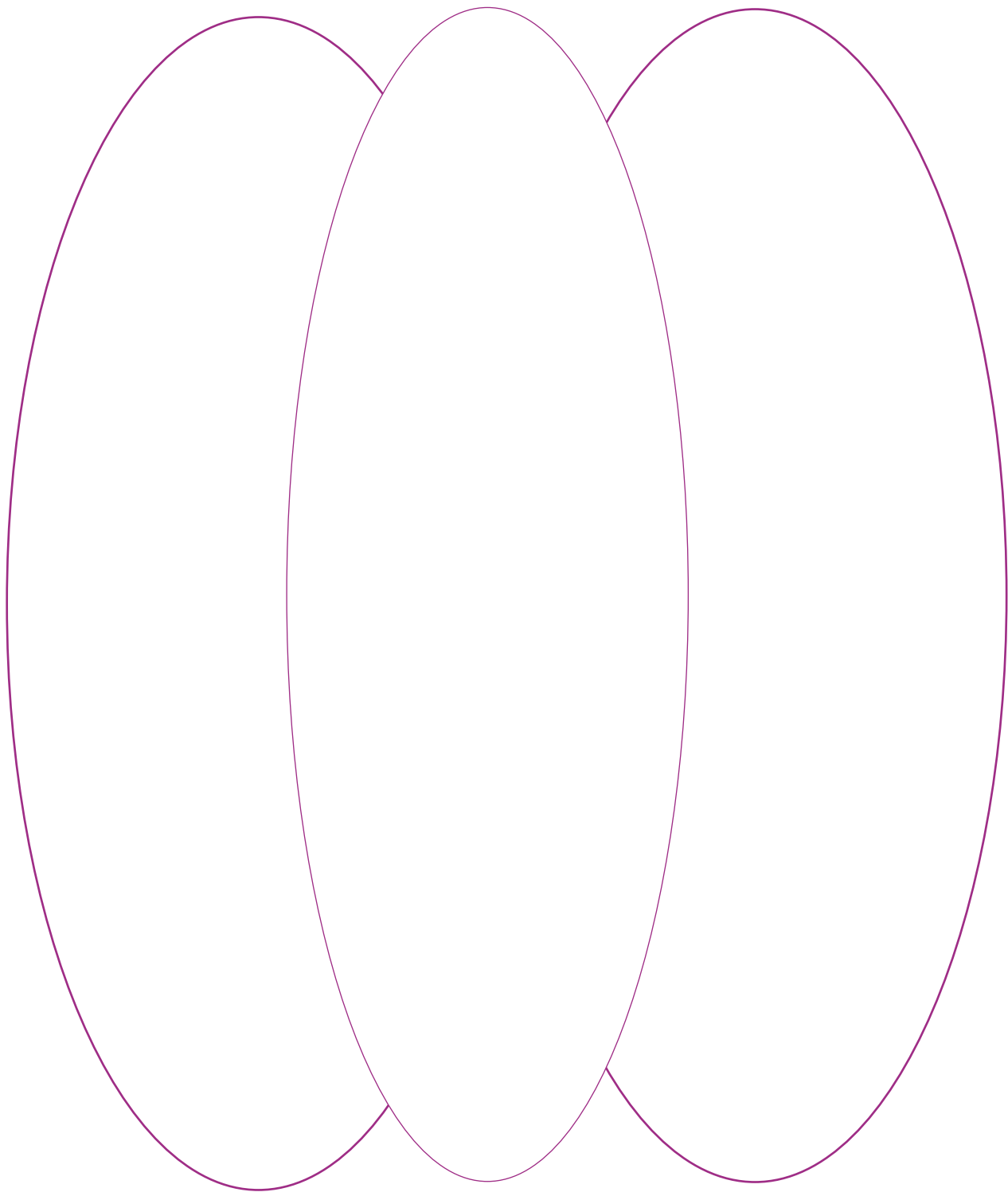
5. Set a certain amount of time aside for students to work individually on the task.
6. Ask students to pair up, then compare and share their responses for several minutes.
7. The teacher may wish to write up terms on the board that students may not have considered, and ask the students to place them in the correct part of the diagram (see the teacher’s copy of the diagram on p 74).

Conclusion

8. Bring all the students together and complete the Venn diagram on the board using the students’ responses. Ensure that the answers are correct by referring to the teacher’s copy.
9. Conduct a discussion or ask the students to write a short response to the following.
 - What would you say to a friend who said “C’mon, try a joint, it’s the same as smoking cigarettes”?
 - What are the negative effects of both drugs, shared and separate?
 - What could be the immediate effects of using a large quantity of each drug?

Knowledge–K

Resource Worksheet Activity K4: *Cannabis versus tobacco*



Resource Worksheet Activity K4: Cannabis versus tobacco

Teacher's copy

Cannabis

- Is a depressant
- Slows reflexes
- Reduces concentration
- Heavy use can damage memory, concentration and reduce motivation
- Illegal
- Large fines/punishment for supplying large amounts to other people
- Can be detected in the bloodstream for days or even weeks later, depending on the amount used
- A possible link between regular use and mental illness in some individuals
- Can be used for medicinal purposes
- Cannot purchase legally over any shop counter
- There is no information provided regarding the true strength and contents of any amount of cannabis

Similarities

- Comes from a plant
- Can be smoked
- Can be used to relax, improve mood, be like others, feel good, reduce inhibitions, experiment
- Can damage respiratory system
- Contains tars and carcinogens
- Linked to cancer of tongue, mouth and lungs
- Is addictive
- Often first introduced by friends

Tobacco

- Is a stimulant
- Increases heart rate
- Legal to purchase at the age of 18
- Can purchase in shops, pubs, supermarkets, petrol stations
- No fines for supplying to other people (unless they are under 18 and you are a business)
- Official information is written on the packets indicating contents and health warnings

Help–H

Help-seeking activities

This section provides activities designed to develop skills in problem solving and help-seeking. Students have the opportunity to analyse scenarios and identify positive and negative thoughts associated with decision-making. Lessons are provided that promote discussion and analysis of local resources, personnel and services that can assist young people dealing with issues of cannabis use.

Outcome H1—Students identify the strategies people use to cope with stressful situations (1 lesson option)

Skills	Level (see p 8)	Description	Intelligences	Page
Help H1 Identifying strategies to deal with stress in a range of situations.	1/2	Using the <i>Coping without cannabis</i> cards, students talk about situations that people sometimes use to help them deal with challenges or stress.	Logical–Mathematical Interpersonal/Intrapersonal Bodily–Kinesthetic	76

Lesson Help H1: Coping without cannabis

Skills	Level	Basic lesson description	Resources	Intelligences
Help H1 Identifying strategies to deal with stress in a range of situations.	1/2	Using the <i>Coping without cannabis</i> cards, students talk about situations that people sometimes use to help them deal with challenges or stress.	<ul style="list-style-type: none"> • Cope cards • Scissors 	Logical–Mathematical Interpersonal/ Intrapersonal Bodily–Kinesthetic

Teacher instructions

Preparation

- Photocopy the cope cards.
- Cut up each of the cope cards.

Introduction

1. Explain to students that in the video *Wasted*, a few characters mention stress of school as one reason why a young person might try, or continue to use, cannabis.
2. Ask students to brainstorm the things that cause them (or their friends) stress.
3. Map these on the board or, if working in groups, one student should record them and then report back to the group later.
4. Ask students to offer possible links between stress and cannabis, alcohol or other drug use.
5. Using a paired sharing structure (by turning to the person next to them, or making a trio if the numbers work that way), ask students to swap examples of things they like to do when they feel stressed or overworked.

Teacher’s note: Paired sharing is a technique for maximising involvement and participation. Be sure to complete tasks before the whole-class discussion so that students have had time to think and speak before they talk in front of the entire class.

Different people, different reactions

It is important to normalise the fact that people react differently. What one person finds very stressful may not concern another. An exam can worry one person more than another. Having to speak in front of the class can be exciting for one student but stressful for another.

6. Ask for students to make contributions and then record one of the strategies mentioned in each group (use a scribe to write down one strategy per group on a slip of paper). Acknowledge the variety of strategies and add these to the collection of cope cards for the next part of the activity.

Body of lesson

7. Seat the class in a circle. Explain that the cards to be spread out face-up on the floor are ‘cope cards’—each contains a coping strategy that people sometimes use to help them deal with challenges or stress. Once the cards have been spread out, ask each student to choose two cards (then remove the rest).
8. Ask students to choose one of their cards and hold it up at chest height so the others can read it.
9. Explain to the class that you will describe a situation of potential stress or challenge. Students will then be asked to move to a defined place in the room according to whether they think their coping strategy would be:
 - helpful;
 - useless;
 - not much use; or
 - harmful.

Help—H

Teacher's talk

Explain to students that the things people do in response to stress or challenges are called coping strategies. Point out that you will be dealing today with a huge breadth and variety of coping strategies. Looking at the range is important because there is no one right way of coping. People who cope effectively have a whole range of things they do, using different responses in different situations. People learn to cope more effectively as part of growing up; they can learn a lot about how to cope from watching what their friends and family do.

10. Describe a scenario (you may wish to read the suggestions brainstormed by the students in point 2 of this activity).

Possible scenarios

- Faced with big exam
- Dealing with separation of parents
- Big fight with boyfriend/girlfriend/best friend
- Just feeling a bit down, bored with things
- Having to move schools because parent gets new job

11. When the students have grouped, have them compare and comment on their choices. Then ask them to put their other coping card on top and regroup if they think this card belongs to a different category.

12. Play a few rounds of this game to emphasise the point that different situations may call for different coping strategies (allow humour and disputes to arise as there are no right or wrong answers).
13. Use the following questions to assist in exploring issues surrounding coping strategies.

Sample questions—possible stress responses

- How could a response like “use cannabis” create more stress?
- When could a response like “work harder” be an unhealthy thing to say?
- When can responses like “ignoring the problem” or “partying” be useful?
- Is using only one strategy the best way to handle a situation?
- What role can friends play when they notice one of their friends is stressed?
- Many people feel lonely when they are down. What can be done during times like this?

Conclusion

14. Each of us has a range of different ways to cope, and often we use a different coping strategy according to the situation. An important aim is to have a lot of different coping strategies. Drug use is not a useful strategy because of its many potential consequences. It is also important to know when to get support or help for yourself or someone else.

Adapted from Cahill, Helen, *Enhancing Resilience 2: Stress and Coping*, *MindMatters*.

**withdraw
(not talk or mix with them)**

play computer games

visit a favourite person

eat more

**quit
(the team, the job)**

**avoid or put off something
you have to do**

party/socialise

Help–H

prioritise (put the most important things first)

**fantasise
(eg daydream an escape)**

plan (make a plan of what to do or how to do it)

start a fight

think positively about how it will turn out

worry

go for a run

eat less

run away

get sick

blame someone else

blame yourself

ask for help

talk it over

Help—H

have a shower

stay up late

work harder

go to bed early

pretend it's okay

watch TV

meditate

go out

joke or laugh

complain

sit it out

play sport

exercise

change direction

Help–H

listen to music

eat junk food

problem solve

find new friends

cry

set goals

take risks

see a counsellor

go shopping

sleep more

call friends

write about it

cook something

sleep less

Help–H

pray

draw/paint

take a day off

tidy up

go for a swim

**tell everyone how
bad it is for you**

make something

Outcome H2—Students consider the situations where they or their friends might need help and they then determine how to access and ask for help (1 lesson option)

Skills	Level (see p 8)	Description	Intelligences	Page
Help H2 Seeking and sourcing help.	2/3	Students explore the issue of seeking help, using the video stimulus.	Bodily-Kinesthetic Linguistic Reasoning	87

Help–H

Lesson Help H2: Practical help-seeking

Skills	Level	Basic lesson description	Resources	Intelligences
Help H2 Seeking and sourcing help	2/3	Students use scenario cards to explore seeking help via group problem solving and giving and receiving advice.	<ul style="list-style-type: none">• <i>Scenario</i> cards• <i>Wasted</i> video (optional)• Scissors	Bodily–Kinesthetic Linguistic Reasoning

Teacher instructions

Preparation

- You might want to organise the *Wasted* video and a video player (optional).
- Photocopy the *Scenario* cards for students.
- Cut out each of the *Scenario* cards.
- Make an overhead of *Helpful places and people*, or a copy for each group.

Introduction

1. Show the video *Wasted* to students, or recap the storyline if they have previously seen it.

Teacher’s note: Remind students that after Chris was busted, something happened and his life appeared to be back on track. We see him in the school ground with his friends, looking forward to his overseas exchange. It seems that cannabis is no longer a problem in his life.

2. Have students brainstorm as many factors as possible (apart from being caught by the police) that may have caused Chris to reconsider his cannabis use. Prompt students about who, what, how and why a student might get their life back on track.
3. Write all the reasons suggested on the whiteboard.

Body of lesson

4. Tell students that they will be providing advice in response to a scenario in which a friend needs help.

Cannabis and mental illness

Some studies have found a link between heavy or regular cannabis use and mental illness such as schizophrenia. People with a family history of severe mental illness or who are particularly vulnerable to developing such problems should avoid using cannabis as it might trigger an episode.

A number of young people suffer from mental illness and may experience their first symptoms during adolescence. If something seems not right, young people need to tell someone.

5. Break the students into groups of four or five, give each group a set of *Scenario* cards, then ask them to discuss each scenario and come up with advice about who or what could help in each situation.
6. Allow adequate time (15–20 minutes) for students to discuss and come up with advice.
7. The teacher may choose to show students the *Helpful places and people* overhead to encourage a broad consideration of the various resources that may be available.
8. Have each group present advice to the class for one or more scenarios. Consider using an expert panel as one way for groups to report back.

Reality testing

It can be useful to have students comment on how practical the advice of the other groups is. It also enables the teacher to further explore barriers in seeking and finding help/support.

9. Explore how realistic it would be to follow the advice given by groups using some of the following prompt questions.

Questions

- How useful do you think the suggestions made would be in the given situation?
- What could be some of the reasons why a friend might reject help?
- How easily could a student approach a counsellor or teacher in this school?
- How could you ensure that in trying to help someone with a cannabis problem (like Chris) you don't get them into trouble at school or with the police?
- What are the school rules about using cannabis/having cannabis at school?
- How easy would it be to talk to your friend's parents about problems their daughter/son is having?
- Would it be possible that a student is using drugs and their parents don't really mind?

Homework

Set a follow-up task for students to gather more detailed and local information about drug and youth health services for young people. This could include the name of a particular resource person and facility, the address, phone number, cost of service, confidentiality of service, etc. Have students report back and consider compiling a list or database. The list should be made available to all students.

Evaluation: Outcomes

Participation in this lesson should enable students to:

- demonstrate an understanding of the factors that assist and hinder getting help for self or a friend;
- increase awareness and practical details about local avenues for seeking help; and
- provide practice and develop skills in solving problems.

Evaluation task

Set an additional scenario for students to provide advice about. This will allow them to demonstrate individual knowledge and levels of reasoning about seeking help in particular situations.

Help—H

Helpful places and people

- Talk to your friend's older sibling
- Send an anonymous letter to your friend's parents
- Tell your friend's parents
- Talk to a school counsellor
- Talk to a youth worker or social worker
- Talk to a local GP (doctor)
- Talk to your friend, just be his or her friend
- Talk to your parents
- Talk to your siblings
- Ring Lifeline for some advice
- Go to a specialist drug counsellor
- Get a teacher who your friend respects to talk to him or her
- Talk to your friend and tell him or her that you are worried about them
- Just ignore it and give your friend more time to realise for him or herself

Scenario One

You are a group of friends, worried that a member of the group is using too much dope. He or she has been skipping school, borrowing money and is generally out of it a lot of the time.

Your friend has mentioned that he or she has a lot on their mind, but no-one really knows what the problem is.

Your task

- Discuss whether or not you should get some help for your friend. Why or why not?
- Talk to each other about all of the possible places and/or people you could go to for help in this school or local community.
- Would young people feel comfortable getting help?
- You must decide as a group what would be the most appropriate action to take in this situation.

Scenario Two

You are a group of friends, worried that a member of the group is beginning to behave oddly. Something seems not quite right. Your friend is saying strange things and claims that he or she has special powers. You know that he or she smokes a bit of cannabis.

Your task

- Discuss whether or not you should get some help for your friend. Why or why not?
- Talk to each other about all of the possible places and/or people you could go to for help in this school or local community.
- Would young people feel comfortable getting help?
- You must decide as a group what would be the most appropriate action to take in this situation.

Scenario Three

One person in your group of friends tells you that he or she thinks a student in your year level is selling cannabis at school. He or she knows this because they overheard a conversation where the person was offering deals to some younger students.

Consider here both the needs of the student selling cannabis and the younger students.

Your task

- Discuss whether or not you should get some help for your friend. Why or why not?
- Talk to each other about all of the possible places and/or people you could go to for help in this school or local community.
- Would young people feel comfortable getting help?
- You must decide as a group what would be the most appropriate action to take in this situation.

Help–H

Outcome H₃—Students develop an awareness of people, services and resources in their local community that can assist those with cannabis-related issues. Students analyse appropriate resources for specific scenarios (1 lesson option)

Skills	Level (see p 8)	Description	Intelligences	Page
Help H₃ Students utilise independent research skills, with the option of using multiple work stations.	1/2/3	Students find support services in their local area using a range of resources: phone books, local council guides, school/teacher.	Intrapersonal/ Interpersonal	92

Lesson Help H3: Where do we get help?

Skills	Level	Basic lesson description	Resources	Intelligences
Help H3 Students use independent research skills, with the option of using multiple work stations.	1/2/3	This lesson has two parts: <i>Activity A:</i> Students find and analyse support and services in the local community. <i>Activity B:</i> Students use the information gathered to rank these services for a range of predicaments.	<ul style="list-style-type: none"> • One or more of the following: phone books, local council guides, guest speaker (school counsellor) to inform students of help options • <i>Where do we get help?</i> worksheet • <i>Ranking resources and services</i> worksheet. 	Intrapersonal/ Interpersonal

Teacher instructions

Preparation

- School libraries or the school counsellor may have local community handbooks.
- Invite the school counsellor or a local youth worker to speak to students (optional).
- Local government sections of the telephone books should have a range of support services.
- Photocopy the *Where do we get help?* worksheet for each student, with the *Ranking resources and services* worksheet photocopied on the reverse side.

ACTIVITY A

Introduction

1. Hand out the photocopied worksheets to students.
2. Ask students: “Where can young people go?”, “Who can they ask for help when they have a drug problem?”
Ask students: “What are the advantages/disadvantages of seeking this person or help service?”

Body of lesson

3. Divide the whiteboard in half and write the headings “Where do we get help?” and “Advantages of seeking this help/person/service” at the top of each half.

Teacher’s note: Encourage consideration of the following where appropriate

- Talk to your friend’s older sibling
- Send an anonymous letter to your friend’s parents
- Talk to a school counsellor
- Talk to a local GP (doctor)
- Ring Lifeline for some advice
- Talk to your parents
- Get a teacher who your friend respects to talk to him or her
- Talk to your friend and tell him or her that you are worried about them
- Just ignore it and give your friend more time to realise for him or herself
- Go to the local police station
- Visit the mental health service
- Visit the local hospital
- Approach an adolescent service
- Seek counselling service
- Ring for telephone support service
- Contact the Australian Drug Foundation
- Visit your local medical service
- Approach an ethnic-specific service
- Contact Aboriginal support services
- Phone the Kids Help Line
- Visit your community health centre
- Ring the sexual health support service
- Contact family planning
- Approach your school counselling personnel
- Visit your local library
- Ring the family support services
- Contact the drug rehabilitation service
- Seek legal aid

Help–H

4. Ask students to brainstorm ideas and list answers on the whiteboard, and to also list these on their *Where do we get help?* worksheets.
5. When students have run out of ideas, the school counsellor or local youth worker could speak about other services/supports as students continue to fill out the sheet.

Extension research option

See Activity Web-based W3: Where do we get help? (p 125) for an extension activity using the internet.

ACTIVITY B

Introduction

1. Explain to the class that different situations require different services for support.
2. Explain that students are to identify or rank useful services/resources for a certain predicament.
3. Divide the class into groups if you are using a group approach.

Body of lesson

4. Students are to read each predicament.
5. Have one member of the group or each individual student list the most useful service and the reason for that choice in the space provided on the *Ranking resources and services* worksheet.

Conclusion

6. Conduct a discussion to identify issues that arise during the activity. This can be prompted with questions like the following.
 - Which services/resources/people are used often in the predicaments?
 - What is important when making decisions about services/resources?

Teacher's note: When completing advantages/disadvantages, consider issues such as:

- confidentiality
- expertise
- whether or not you are trained to deal with drug issues
- whether the person/place is easy to get to
- will the person feel comfortable in this situation?
- will they understand?
- will they provide the facts?
- do they have adequate medical knowledge?
- what will it cost?
- will there be positive outcomes?
- will there be negative outcomes?
- will the person get into trouble?
- will the person lose friends?
- trust.

Help—H

Resources Worksheet Activity H3: *Ranking resources and services*

Use the information you have gathered to suggest the best service or support to help in these predicaments.

Predicament	Useful person/resource/service and reasons why you have chosen this particular support
Rhonda has heard that smoking cigarettes is much worse for her health than using cannabis but she's not so sure.	
Marta uses cannabis regularly. She wants to quit but she can't.	
Friends are pressuring Jack to try cannabis but he is not sure as he doesn't know much about it.	
Lee's parents find out she has been using cannabis and have grounded her for two months. This means she can't play in her sports grand final or attend her debutante ball.	
Ricky was caught by the police with a large amount of cannabis.	
Linda has a mental health condition, and since using cannabis her health has deteriorated.	
Louis is always fighting with his brother. He can't concentrate at school, he's stressed and he thinks using cannabis will help him forget.	
Shelley's mum knows Shelley has been using cannabis. She doesn't know how to deal with it and needs advice.	
Ron has heard lots of rumours about cannabis, but he doesn't know the legal implications of cannabis use and possession.	
Sam and John have been dating for two years and John's drug habit is getting worse. Where should Sam go to talk about her issues? Where could she send John for help?	

Video activities

This section provides a range of activities based on the video. Teachers should select lessons or activities to suit their group. There are two different video worksheets. Worksheet A is for level one and requires a basic exploration of issues, while Worksheet B is more complex. Teachers should select from the three activities but may wish to use them all for a more detailed consideration.

Teachers will need to check their local legislation on the legal consequences for cannabis possession in their state. This could provide a useful opportunity to invite representatives from the local police to the school.

Outcome V1—Students identify the range of factors influencing use or non-use of cannabis (1 lesson option)

Skills	Level (see p 8)	Description	Intelligences	Page
Video V1 Analysing hidden thoughts.	1/2	Students use the video as stimulus to explore hidden thoughts.	Logical–Mathematical Intrapersonal/Interpersonal	97

Video–V

Lesson Video V1: Cannabis decisions and consequences are complex (hidden thoughts)

Skills	Level	Basic lesson description	Resources	Intelligences
Video V1 Analysing hidden thoughts.	1/2	Students use the video as stimulus to explore hidden thoughts.	• Resource worksheets: <i>Cannabis decisions and consequences are complex</i> —three scenarios.	Logical–Mathematical Intrapersonal/ Interpersonal

Teacher instructions

Preparation

- Photocopy *Cannabis decisions and consequences are complex*, scenarios 1, 2 and 3, for each student.
- You should have some knowledge of the legal consequences of cannabis possession in your state or territory.

Introduction

1. Tell students that the decision to try or refuse cannabis will be different for each individual. The decision may be a complex one with lots of different influences. Sometimes we think both negative and positive thoughts at the same time or we may feel a conflict; that is why decisions can be complex. Explain that students will be given three scenarios from the video and asked to think about what would be the positive and negative thoughts in the character's mind.
2. Hand out the three worksheets to students and ask them to record their ideas and then participate in class discussions or a role play.
3. Explain that the dialogue in our head can have a big impact on how we cope or perform under challenges.

Teacher's tip: Give some examples

- 'I'm so dumb—everyone else is better than me.'
- 'Everyone is looking at me.'
- 'That was so stupid, why did I say that?'
- 'I'm going to stuff this up.'

A basketball player who listens to "I'm going to miss this one" might not shoot so well for a goal. A person who listens to "No-one will like me" may not see welcoming signals or friendly looks.

4. If negative self-talk (where you put yourself down, or scare yourself off) comes automatically to people, they might have to deliberately make up or learn how to replace negativity with some positive self-talk.

Teacher's note: The teacher should explain this activity clearly.

Body of lesson

The following list of three scenarios is what students have been given on their worksheets.

Scenario One

When Chris and Woody are sitting in the bedroom, Woody asks Chris if he wants to try some dope. Chris hesitates and then says yes.

What thoughts might a young person have when deciding whether to try cannabis for the first time?

Scenario Two

When Chris goes to see Emma she is angry about lots of things, such as his drug use, letting her down, coming to her house stoned ...

What thoughts might someone have in making the decision to end a relationship?

Scenario Three

In the chorus one girl says “*I thought you’d just get a warning ... I’m not sure, is it illegal?*”

What might a police officer consider when deciding whether to warn or charge a young person?

Conclusion

5. Ask for pairs to read out their responses or to role-play them for the group.
6. Reinforce the decision that drug use can be complex and has many influential factors.

Evaluation outcomes

This task enables students to demonstrate the influence of positive and negative self-talk related to cannabis use.

Adapted from Cahill, Helen, *Stressful Self Talk, MindMatters*.

Video–V

Resources Worksheet Activity V1: *Cannabis decisions and consequences are complex*

Scenario One

When Chris and Woody are sitting in the bedroom, Woody asks Chris if he wants to try some dope. Chris hesitates and then says yes.

What thoughts might a young person have when deciding whether to try cannabis for the first time?

In coming to a decision, many different factors can influence us. Sometimes we can think both negative and positive thoughts at the same time, which makes decision-making so complex. We can call these hidden thoughts.

For example

A girl getting dressed for a party where drugs might be available could think:

Positive thoughts: “I’ll have fun, I look okay as I am, my friends like me the way I am.”

Negative thoughts: “I’m too fat, I won’t know what to say, I won’t fit in.”

Provide a list of some of the thoughts that may have influenced Chris in the *Wasted* video.

Positive

Negative



Resources Worksheet Activity V1: *Cannabis decisions and consequences are complex*

Scenario Two

When Chris goes to see Emma she is angry about lots of things, such as his drug use, letting her down, coming to her house stoned ...

What thoughts might someone have in making the decision to end a relationship?

In coming to a decision, many different factors can influence us. Sometimes we can think both negative and positive thoughts at the same time, which makes decision-making so complex. We can call these hidden thoughts.

For example

A girl getting dressed for a party where drugs might be available could think:

Positive thoughts: "I'll have fun, I look okay as I am, my friends like me the way I am."

Negative thoughts: "I'm too fat, I won't know what to say, I won't fit in."

Positive

Negative



Video–V

Resources Worksheet Activity V1: Cannabis decisions and consequences are complex

Scenario Three

In the chorus one girl says “I thought you’d just get a warning ... I’m not sure, is it illegal?”

What (hidden thoughts) might a police officer consider when deciding whether to warn or charge a young person?

In coming to a decision, many different factors can influence us. Sometimes we can think both negative and positive thoughts at the same time, which makes decision- making so complex. We can call these hidden thoughts.

For example

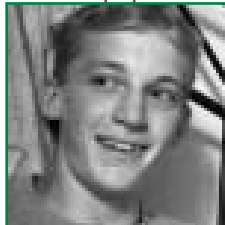
A girl getting dressed for a party where drugs might be available could think:

Positive thoughts: “I’ll have fun, I look okay as I am, my friends like me the way I am.”

Negative thoughts: “I’m too fat, I won’t know what to say, I won’t fit in.”

Positive

Negative



Outcome V2—Students identify the range of factors that influence use or non-use of cannabis (1 lesson option)

Skills	Level (see p 8)	Description	Intelligences	Page
Video V2 Students acknowledge the many reasons for use/non-use.	1/2	Students view the video <i>Wasted</i> and complete the <i>Why try?/Why not try?</i> worksheet alone or in groups.	Logical–Mathematical Intrapersonal/Interpersonal	103

Video–V

Lesson Video V2: Why try?/Why not try?

Skills	Level	Basic lesson description	Resources	Intelligences
Video V2 Students acknowledge the many reasons for use/non-use	1/2	Students complete the <i>Why try?/Why not try?</i> worksheet alone or in groups to identify reasons for use/non-use.	<ul style="list-style-type: none">• <i>Why try?/Why not try?</i> worksheet• <i>Wasted</i> video• Video player	Logical–Mathematical Intrapersonal/ Interpersonal

Teacher instructions

Preparation

- Photocopy a class set of the *Why try?/Why not try?* worksheets.
- *Wasted* video and video player.

Introduction

1. Explain to the class that they will view the video *Wasted* and then be involved in the following discussion and activities.
2. Tell students that the video is only 10 minutes in length.
3. Ask students to watch and listen for all the different reasons why young people might use or not use cannabis.

Body of lesson

4. Show students the video *Wasted*.
5. After the video finishes ask students to recall all of the reasons why people might use or not use cannabis.
6. Discuss the relevance of the reasons given on the video for your own students, using the following questions.
 - Would the reasons for using/not using cannabis be the same for students at this school? Why? Why not?
 - What do you think are the most common reasons for not using drugs?
 - Are some reasons more valid than others for taking drugs?
 - Suggest any groups or people who might be more likely to use drugs than others? Give reasons.
7. Hand out the *Why try?/Why not try?* worksheet. Ask students to consider each reason printed down the centre of the page, and then write it again on

Teacher’s tip: Raise the issue that while some students may experiment with drugs, others may use drugs to cope with trouble and difficulty. If this is the case it may be more difficult to stop. Drug use is not a long term solution to dealing with problems.

either the ‘Reasons to use’ or ‘Reasons not to use’ side of the page, or both. Suggest to students that they might think up other reasons and insert them also.

8. Have students compare their worksheets with the person next to them. Ask them to consider and write responses to the following.
 - What reasons can be used for both columns?
 - What new reasons came up?
 - What do you conclude about the number and type of reasons for use?
 - If a politician asked you “Why do young people take drugs?”, what would you say? What would you say about those who don’t take drugs?

Evaluation outcome

Completion of this task demonstrates that a student can identify reasons to use and not to use cannabis.

Resource Worksheet Activity V2: Why try?/ Why not try?

Reasons to use	Some of the factors that influence people's decision	Reasons not to use
	■ because it's there	
	■ too young	
	■ asthma	
	■ medication	
	■ to be cool	
	■ next day commitments	
	■ cost	
	■ to celebrate	
	■ to enjoy the effects	
	■ the law—getting caught	
	■ too young to buy it	
	■ don't like it	
	■ to be able to communicate with the opposite sex	
	■ not allowed	
	■ driving	
	■ workplace/school rules	
	■ family expectations	
	■ because everyone else is	
	■ to forget troubles	
	■ to relax	
	■ to find out what it's like	
	■ to gain confidence	
	■ because of addiction	
	■ fitness	
	■ because it's illegal	
	■ to feel more mature	
	■ to be able to dance	
	■ boredom	
	■ problems at home	

Outcome V₃—Students consider the reasons for use and non-use of cannabis and analyse the many consequences that can result from drug use for the individual, friends and family (1 lesson option)

Skills	Level (see p 8)	Description	Intelligences	Page
Video V ₃ Considering the consequences of cannabis use.	1/2/3	Students use video stimulus to explore issues of cannabis use, including reasons for use and non-use, consequences from using, and seeking help.	Bodily-Kinesthetic Intrapersonal	107

Video–V

Lesson Video V3: Exploring cannabis use

Skills	Level	Basic lesson description	Resources	Intelligences
Video V3 Considering the consequences of cannabis use	1/2/3	Students use video stimulus to explore issues of cannabis use, including reasons for use and non-use, consequences of using, and seeking help.	<ul style="list-style-type: none">• <i>Wasted</i> video• <i>Wasted video worksheet A</i> or <i>Wasted video worksheet B</i>	Bodily–Kinesthetic Intrapersonal

Teacher instructions

Preparation

- *Wasted* video and video player.
- Photocopy either *Wasted video worksheet A* (easier version) or *Wasted video worksheet B* (harder version), depending on the level of your students.

Introduction

1. Tell the students that they will view the video *Wasted*, which is about cannabis and its possible consequences. Mention that it is a short 10-minute video.

Body of lesson

2. Ask the students to look out for two particular things while they are viewing the video:
 - (a) the range of reasons why young people might/might not use marijuana; and
 - (b) the consequences (or things that happen) to Chris from using marijuana.
3. After viewing the video, ask the students to retell the story to ensure that they have picked up the sequence and the plot. Use some of the following questions.
 - Who are the main characters?
 - Who are all of the people that comment?
 - How/where does the story begin?
 - How does Chris become involved with marijuana?
 - What are some of the things that happen when Chris uses marijuana?

4. Ask the students to form groups to complete the worksheet (either Worksheet A or Worksheet B).

Conclusion

5. Ask for feedback from groups.

Students' reasons for experimenting may include:

- boredom
- parental influence
- to have fun
- to gain more confidence
- because their friends do
- peer group pressure.

Resource Worksheet Activity V3: Wasted *video worksheet A*

1. Discuss each character below. Who was your favourite and why?

2. Describe the nature of cannabis use for the characters below. Do you think they are experimental, regular, non- or occasional users? Give reasons why.

CHRIS



EMMA



WOODY



3. What reasons do the young people in the video suggest for why young people might try cannabis?

- ---
- ---
- ---
- ---
- ---
- ---

Resource Worksheet Activity V3: Wasted *video worksheet B*

- Describe the nature of the drug use for the characters below. Do you think they are experimental, regular, non- or occasional users? Give reasons why.

CHRIS



EMMA



WOODY



- The students in the video provide a whole range of reasons why young people might use drugs. Record as many of these as possible and circle those you believe may be impacting on Chris.

- ---
- ---
- ---
- ---
- ---
- ---
- ---

- Of the reasons given by the students, which do you think are the most common for young people using marijuana? Discuss this within your group.

Web-based–W

Web-based activities

Teacher-directed web-based activities include use of a puzzle and crossword creation site, a *Where do we get help?* activity, and a survey activity promoting analysis and evaluation of drug-related sites.

Outcome W1—Students collect and sort a range of information about cannabis including the social, emotional and physical effects of use on the individual (1 lesson option)

Skills	Level (see p 8)	Description	Intelligences	Page
Web W1 Internet—Single site search.	1/2	Students analyse a range of sites from those listed on the <i>Internet—Single site search</i> worksheet.	Intrapersonal	114
Internet—Multiple site search.	3	They are guided by the worksheet to gather information from websites. Students present their findings.		

Lesson Web W1: Cannabis and Consequences website single surf (with option for multiple site survey)

Skills	Level	Basic lesson description	Resources	Intelligences
Web W1 Internet—Single site search	1, 2	Students are guided by the worksheet to certain sites in order to collect data.	<ul style="list-style-type: none"> • <i>Internet—Single site search</i> worksheet • <i>Internet—Multiple site search</i> worksheet 	Intrapersonal
Internet—Multiple site search	3	Students assess a range of sites and present their analysis to the class.	<ul style="list-style-type: none"> • Suggested or listed sites 	

Teacher instructions

Preparation

- Organise access to computers linked to the school network. Ensure that all students can access sites they choose to investigate.

Introduction

1. Give students an *Internet—Single site search* worksheet that features a range of addresses.
2. Let students choose which sites they wish to search, but try to get a good cross-section.

OR

Distribute websites to each of the students to ensure that all sites will be researched.

Body of lesson

3. Have students work through the internet site guided by the search sheet.

Conclusion—Evaluation

4. When students have finished, they can give feedback to the class based on the following prompts from the teacher:
 - “What was the most useful information you discovered?”
 - “Are there cannabis-related activities at your site?”

Teacher’s tip: For information on the websites featured in both worksheets, please see p 115. For a more comprehensive list of websites, please see the appendix on p 130.

Extension activity

5. Some students may complete an evaluation of a range of sites. Distribute an *Internet—Multiple site search* worksheet to these students.
6. Explain to students that they use this sheet to assess a range of sites to answer a number of questions, including information availability, suitability for school students and available help.
7. Ask students to save certain aspects of the sites and present their findings verbally or through a PowerPoint presentation.
8. Explain to students that they could go home and discuss the information presented on the site with their parents and even get their parents to look up the website with them.

Web-based–W

Teacher’s note: The following information is a guide to some of the websites that are listed in the Appendix.

www.abc.net.au/quantum/poison

Organisation: Australian Broadcasting Authority

Website: What’s your poison?

Style: Clear, informal article-style, listing 10 little-known facts about cannabis. Also contains interviews with experts and the script from ABC’s *Quantum*.

Graphics: Basic, interesting and easy to use.

Information: It contains articles that discuss issues surrounding cannabis and provides information on what it is, its origins and history, commonly asked questions, medicinal uses, physiological effects, mental health, and data on usage. Interviews with experts detail recent research findings. The script contains opinions of experts and the experience of users.

www.health.qld.gov.au/zombie/other_drugs

Organisation: Government of Queensland, Department of Health Services

Website: Zombie

Style: Clear and informative style, written under section headings with an authoritative tone.

Graphics: Interesting, up-to-date and easy to use.

Information: This website was designed and developed as a drug awareness resource for young people by young people. It contains information on the various names and types of cannabis and its effects. It details what to do in an emergency, how to minimise harm, and legal information (for Queensland). It also answers frequently asked questions. It aims to provide

young people with information about the effects and legal issues concerning various commonly used drugs, so that they can make appropriate decisions.

www.drugsafe.org/html/drugfactslea.html

Organisation: Life Education Australia

Website: Drugsafe

Style: Formal and clear style, written under section headings with authoritative tone.

Graphics: Basic and colourful.

Information: The fact file includes information on the chemical components and common names for cannabis, the effects and risks of small and large doses, and dependency. It also contains unique information on treatment.

www.adf.org.au/drughit

Organisation: Australian Drug Foundation

Website: Drughit

Style: Report-style with authoritative tone.

Graphics: Basic, however a little difficult to use.

Information: The fact sheet called *drughit* contains information such as what cannabis is, its usage (medicinal and social), short and long term effects, psychosis, tolerance, dependence, withdrawal and treatment options, as well as the effects of cannabis and other drugs, pregnancy, family and the law. It also offers a teachers’ link and parents’ page with the latest information about young people and drug use.

www.dotu.wa.gov.au/drugs/

Organisation: Government of Western Australia

Website: .u

Style: Report-style, written under section headings with authoritative tone.

Graphics: Basic and colourful.

Information: The cannabis fact file contains information about various types, chemical components and the history of cannabis. It describes dependency and the long term, short term and social effects of the drug. Also outlined are the risks of using cannabis in conjunction with other drugs and pregnancy. Note that you will need Adobe Acrobat Reader to access this site.

www.health.nsw.gov.au/health-public-affairs/publications/cannabis/cannabis.html

Organisation: Government of New South Wales

Website: NSW Health

Style: Clear, informative style under section headings. Prose not directed at the students themselves.

Graphics: Basic and easy to use.

Information: Contains data on level of use and why cannabis is used. It focuses on the way others can help: the effects, the signs of use, defining problematic use, and detailing family help and support services. It also discusses cannabis, mental health and the law.

www.dhs.vic.gov.au/phd/hdev/drug/cover.html

Organisation: Government of Victoria, Department of Health Services

Website: Drugs—The Facts

Style: Formal article with an authoritative tone. Directed at non-students.

Graphics: Basic and interesting.

Information: This page focuses on helping behaviour and harm minimisation. It includes data on use, the effects, and saying “No” as an option.

SOME WORTHWHILE OVERSEAS WEBSITES

www.freevibe.com/

Organisation: National Youth Anti-Drug Media Campaign

Website: Freevibe

Style: Young teen magazine-style, written in a conversational tone, easy to read and non-patronising.

Graphics: Excellent, interesting and up-to-date.

Information: Contains polls, billboard for opinions, peer stories, pop-up facts, walk-through scenarios and a radio station. The cannabis fact sheet contains information on what cannabis is, its effects and who uses it.

www.lifebytes.gov.uk/index_flash.html

Organisations: Government Departments of Health and Education and Employment

Website: Lifebytes

Style: Questions and answers in an authoritative tone. Clear and easy to understand with pop-up facts.

Graphics: Interesting, colourful and easy to use.

Information: The cannabis fact sheet contains information on what cannabis is, its common names, effects and the health risks associated with using. This page also includes information on the risks of drug-taking and what symptoms signify an emergency.

www.adin.gov.au

Organisation: Commonwealth Department of Health and Ageing

Website: ADIN

Style: Formal and clear style, written under section headings with authoritative tone.

Graphics: Basic, interesting and easy to use.

Information: The Australian Drug Information Network (ADIN) was developed to provide a central point of access to quality Internet-based alcohol and drug information in both Australia and Internationally. Organisations and individuals can search and share relevant information on licit and illicit drug issues.

Web-based–W

Resource Worksheet Activity W1: Internet—Single site search

Some suggested websites to search

- www.abc.net.au/quantum/poison
- www.health.qld.gov.au/zombie/other_drugs
- www.drugsafe.org/html/drugfactslea.html
- www.adf.org.au/drughit
- www.dotu.wa.gov.au/drugs/
- www.health.nsw.gov.au/health-public-affairs/publications/cannabis/cannabis.html
- www.dhs.vic.gov.au/phd/hdev/drug/cover.html
- www.adin.com.au

1. Write the site address you are searching.

2. What are the topics/subjects/options that this site offers on its home page?

3. What can you learn about the effects of cannabis use at this site?

4. How can this site assist you if you are seeking help for a drug problem?

5. Does this site offer services/links? Which ones would be useful?

Note: The Commonwealth of Australia is not responsible for any content seen in these websites.

**Resource Worksheet Activity W1: Extension activity—
Internet—Multiple site search**

	Site	Site	Site
Name of site.			
Description of site, the organisation, what the site offers.			
Description of aspects that would be useful for: (a) students in class (b) people with a drug problem (c) worried families/ friends.			
Technology/interactive activities that are interesting and/or useful.			
Ways to improve the site.			

Web-based–W

Outcome W2—Through the use of creative arts, students share knowledge about cannabis and its consequences (1 lesson option)

Skills	Level (see p 8)	Description	Intelligences	Page
Web W2 Consolidating knowledge by applying it to a game medium.	1/2/3	Students design their own puzzles, then create the clues and answers using an internet site.	Intrapersonal Linguistic Logical–Mathematical	120

Lesson Web W2: Creating crosswords and puzzles

Skills	Level	Basic lesson description	Resources	Intelligences
Web W2 Consolidating knowledge by applying it to a game medium	1/2/3	Students design their own puzzles, then create the clues and answers using an internet site—Puzzlemaker.	• Internet site— Puzzlemaker	Intrapersonal Linguistic Logical–Mathematical

Teacher instructions

Preparation

- Photocopy the Puzzlemaker guide sheets on the following three pages.
- Teachers should familiarise themselves with the website before conducting the Puzzlemaker activity, however the guide sheet should be self-explanatory. For students to save their puzzle, they may need help saving it to a disk or their hard drive.

Introduction

1. Explain to students that, with the use of the internet, they will be creating their own puzzles/crosswords on cannabis that will use the knowledge they have developed during this unit.
2. Students should keep in mind the audience they choose for their puzzle/crossword (eg year 7s, year 11s, parents or peers).

Body of lesson

3. Distribute the guide sheets for the internet search and tell the students to follow the directions on the sheets.
4. Allow students to brainstorm some ideas for their crossword to make it easier when they begin using Puzzlemaker.
5. Allow enough time for completion of the crosswords.

Conclusion

6. Give students the opportunity to try their puzzles on their classmates or with other classes/year levels.
7. Ask students if you can keep copies of their puzzles to use with other classes.

Web-based—W

Resource Worksheet Activity W2: *Creating crosswords and puzzles*

Internet site—Puzzlemaker

Puzzlemaker is a website allowing people to create and print customised word searches or crosswords using their own clues and word lists around any topic.

In this activity you will be using this site to create your own cannabis puzzles/wordfind that will use the knowledge you have developed in previous lessons.

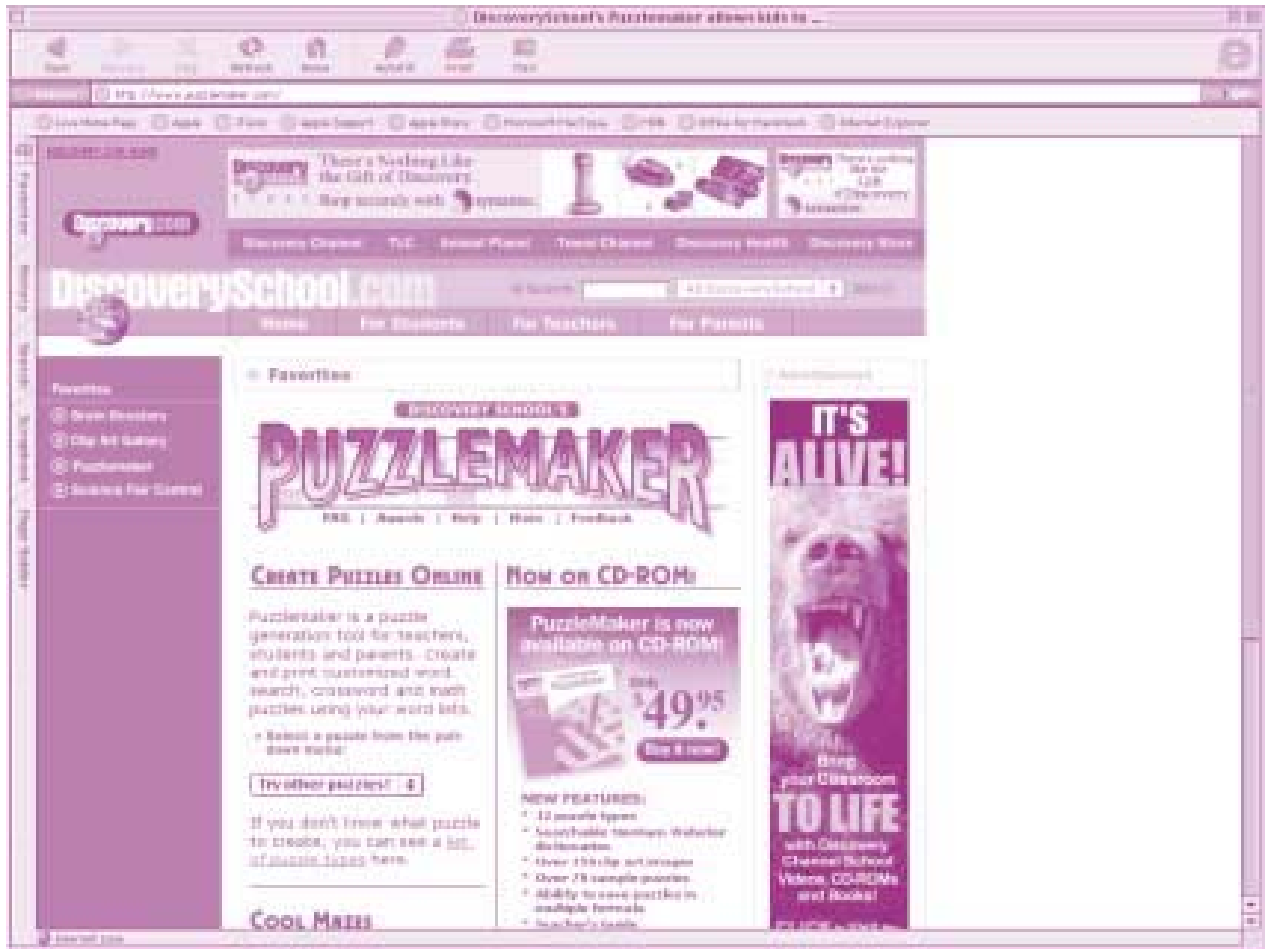
One good way of developing your puzzle/wordfind is to brainstorm a topic about cannabis. For example, you may choose “effects of use”. Think of all the words relevant to this topic, eg inhibitions, drowsiness, and illegal. Other topics could include “reasons to use/not to use”, “people/services to help” and “words associated with cannabis”.

You will need to decide what type of puzzle you wish to create. There is a large list of puzzles on the website from which you are able to choose, including word search, crisscross search, hidden message word search, number blocks and letter tiles. If you are creating a crisscross word, you may need to think up words and clues first and then begin creating the puzzle.

For example, another name for marijuana (cannabis); the origin of marijuana (plant).

Introducing Puzzlemaker— www.puzzlemaker.com

1. Enter www.puzzlemaker.com in the address text box to open the homepage.



2. Follow the steps on the Puzzlemaker page. It will enable you to choose the type of puzzle you wish to create.
3. Your puzzle page will appear with a number of steps you will need to follow. Once you have completed the steps you will be able to view your puzzle on screen.
4. Puzzlemaker will allow you to print and/or save your puzzle; just follow the steps.

Web-based–W

Resource Worksheet Activity W2: Word search puzzle

This is how a final word search puzzle looks. If you can't access the website, try this one.

Cannabis

T H S P N D I T U S L H L G S
N A T S S O H L S H A T N P N
A R N J C C I E L S J I C O O
L M I E H U N T H E K H O S I
U F O U I I M I C C G M N S T
M U J X Z H S I I I A A E E I
I L C Z O H J F H R D U L S B
T R I O P R F U B N O D Z S I
S D B S H A E G A M A D A I H
E X P E R I M E N T A T I O N
R Y N T E P O L I C E S Y N I
B K J A N A U J I R A M Q Y K
Y O N O I T A S I L A G E L Q
Z I N C A N N A B I S G T V N
R X K G C U L T I V A T I O N

ADDICTION

BONG

CANNABIS

CONE

CULTIVATION

DAMAGE

DIZZINESS

EXPERIMENTATION

HARMFUL

HASHISH

ILLEGAL

INHIBITIONS

JOINTS

LEGALISATION

MARIJUANA

POLICE

POSSESSION

SCHIZOPHRENIA

STIMULANT

THC

TRAFFICKING

Outcome W₃—Students develop an awareness of people, services and resources in their local community that can assist those with cannabis-related issues. Students analyse appropriate resources for specific scenarios (1 lesson option)

Skills	Level (see p 8)	Description	Intelligences	Page
Web W ₃ Students use independent research skills.	1/2/3	Students find support services in local areas using a range of resources— phone books, local council guides, internet sites, school/teacher.	Intrapersonal/ Interpersonal	125

Web-based–W

Lesson Web W3: Where do we get help?

Skills	Level	Basic lesson description	Resources	Intelligences
Web W3 Students use independent research skills.	1/2/3	This lesson has two parts: <i>Activity A:</i> Students find and analyse support and services in the local community. <i>Activity B:</i> Students use the information gathered to rank these services for a range of predicaments.	<ul style="list-style-type: none">• Internet• <i>Where do we get help?</i> worksheet• <i>Ranking resources and services</i> worksheet• <i>Introducing Reachout</i> worksheet	Intrapersonal/ Interpersonal

Teacher instructions

Preparation

- The teacher will need to set up student access to the internet.
- Photocopy the *Ranking resources and services* worksheet and the *Where do we get help?* worksheet for each individual or group.
- Photocopy the *Introducing Reachout* worksheet for each individual or group.

Introduction

1. Explain that students will be investigating people and services that can support young people for a range of issues. Remind students that a person needing help with a drug problem may often have other issues in his or her life that are compounding the problem.
2. Talk through the research task, explaining that students should look for a range of youth health services in their local area, discover their titles and find out what services they provide.
3. Hand out to students the instructions on how to use Reachout, one of the very useful internet sites (see p 128).

Body of lesson

4. Set up students at work stations.
5. Roam around the room to assist students with their searching.

Conclusion

6. Allow students to compare findings and fill in any gaps in their worksheets.
7. Discuss the quality of support in the local area.
8. Explain to students that the worksheet is a resource they should keep.

Teacher's notes: There are a number of other excellent websites which provide comprehensive information regarding resources in each state, eg www.betterhealth.com.au in Victoria. Ask students to refer to the librarian to find a site that is relevant to your state.

This activity follows on from Help H3: Where do we get help? (see p 91).

Web-based–W

Resources Worksheet Activity W3: *Ranking resources and services*

Use the information you have gathered to suggest the best service or support to help in these predicaments.

Predicament	Useful person/resource/service and reasons why you have chosen this particular support
Rhonda has heard that smoking cigarettes is much worse for her health than using cannabis but she's not so sure.	
Marta uses cannabis regularly. She wants to quit but she can't.	
Friends are pressuring Jack to try cannabis but he is not sure as he doesn't know much about it.	
Lee's parents find out she has been using cannabis and have grounded her for two months. This means she can't play in her sports grand final or attend her debutante ball.	
Ricky has been caught by the police with a large amount of cannabis.	
Linda has a mental health condition, and since using cannabis her health has deteriorated.	
Louis is always fighting with his brother. He can't concentrate at school, he's stressed and he thinks using cannabis will help him forget.	
Shelley's mum knows Shelley has been using cannabis. She doesn't know how to deal with it and needs advice.	
Ron has heard lots of rumours about cannabis, but he doesn't know the legal implications of cannabis use and possession.	
Sam and John have been dating for two years and John's drug habit is getting worse. Where should Sam go to talk about her issues? Where could she send John for help?	

Resource Worksheet Activity W3: *Introducing Reachout—* www.reachout.com.au/home.jsp

Been here before?

Allows you to login if you have previously used this site.

Enter www.reachout.com.au/home.jsp in the address text box—this will open up the homepage.

Jump straight into Reach Out!

Provides options to search

- Help Kit: offers information on “who can help you or how can you help a friend”.
- Chillcafe: allows you to “chill” out doing a number of fun activities including painting and sending email cards.
- Issues: explores ways to get through the tough times.
- Plus a number of other interesting pieces of information about drugs.



Who cares?

Provides a comprehensive guide to resources/health services in your local area.

This site gives you the option of entering your own address to find services located near where you live.

Give me a random look

The same options as ‘Jump straight into Reach Out!’

Customise Reach Out!

Allows you to design your own Reach Out site to suit your style.

The Big Rorrt!

Rorrt stands for Reach out Rural and Regional Tour. It’s about people who are touring the country, state by state, and speaking with young people about the Reach Out website. It shows where they have been, where they are going and what has been said.

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Resource Worksheet—Teachers' guide to websites for students

Young teenagers (13–15 years)

www.freevibe.com/

Organisation: National Youth Anti-Drug Media Campaign

Website: Freevibe

Style: Young teen magazine-style, written in a conversational tone, easy to read and non-patronising.

Graphics: Excellent, interesting and up-to-date.

Information: Contains polls, billboard for opinions, peer stories, pop-up facts, walk-through scenarios and a radio station. The cannabis fact sheet contains information on what cannabis is, its effects and who uses it. Other areas contain articles on media hype versus fact, why people take drugs, their physical effects, peer stories, options apart from drugs, and more.

www.lifebytes.gov.uk/index_flash.html

Organisation: Government Departments of Health and Education and Employment

Website: Lifebytes

Style: Questions and answers in an authoritative tone. Clear and easy to understand with pop-up facts.

Graphics: Interesting, colourful and easy to use.

Information: The cannabis fact sheet contains information on what cannabis is, its common names, effects and the health risks associated with using. This page also includes information on the risks of drug-taking and what symptoms signify an emergency.

Young to mid-teenagers (15–17 years)

www.forreal.org/

Organisation: Center for Substance Abuse Prevention

Website: ForReal

Style: Activity based. Suggests writing an article with suggestions of what are the relevant issues.

Graphics: Basic and easy to use.

Information: General information on the effects and consequences of cannabis (physical and social), medicinal usage and current statistics.

Mid- to older teenagers (17–19 years)

www.health.qld.gov.au/zombie/other_drugs/

Organisation: Government of Queensland Department of Health Services

Website: Zombie

Style: Clear and informative style, written under section headings with an authoritative tone.

Graphics: Interesting, up-to-date and easy to use.

Information: This website was designed and developed as a drug awareness resource for young people by young people. It contains information on the various names and types of cannabis and its effects. It details what to do in an emergency, how to minimise harm, and legal information (for Queensland). It also answers frequently asked questions. It aims to provide young people with information about the effects and legal issues concerning various commonly used drugs, so that they can make appropriate decisions.

Appendix

www.drugabuse.gov/marijbroch/marijteens.html

Organisation: National Institute on Drug Abuse

Website: NIDA

Style: Written as questions and answers maintaining an authoritative tone.

Graphics: Basic and easy to use.

Information: This website answers key questions about what cannabis is and who is using it, its physiological, physical and social effects and its reputation as a 'gateway' drug. The site also details signs of use in others, medicinal uses, the effect on driving and pregnancy, addiction and quitting.

www.drugsafe.org/html/drugfactslea.html

Organisation: Life Education Australia

Website: Drugsafe

Style: Formal and clear style, written under section headings with an authoritative tone.

Graphics: Basic and colourful.

Information: The fact file includes information on the chemical components and common names for cannabis, the effects and risks of small and large doses, and dependency. It also contains information on treatment.

Older teenagers (19 years)

www.abc.net.au/quantum/poison

Organisation: Australian Broadcasting Authority

Website: What's your poison?

Style: Clear, informal article-style, listing 10 little-known facts about cannabis. Also contains interviews with experts and the script from ABC's *Quantum*.

Graphics: Basic, interesting and easy to use.

Information: It contains articles that discuss issues surrounding cannabis and provides information on what it is, its origins and history, commonly asked questions, medicinal uses, physiological effects, mental health and data on usage. Interviews with experts detail recent research findings. The script contains opinions of experts and the experience of users.

www.drugscope.org.uk/druginfo/

Organisation: Drugscope

Website: Drugscope

Style: Report-style with an authoritative tone interspersed with people's personal experiences.

Graphics: Basic and easy to use.

Information: The cannabis fact sheet contains information on properties of cannabis, latest UK news, as well as the history, effects and risks of cannabis use. Other areas within this site include information on drug laws (in the UK) harm minimisation and getting help.

www.cyh.com/cyh/youthtopics/usr_indexO.stm?topic_id=1298

Organisation: Child Youth Health (Department of Health Services, South Australia)

Website: Child and Youth Health—Drugs and Alcohol

Style: Article-style with section headings and a conversational tone, interspersed with peer experiences.

Graphics: Basic and easy to use.

Information: This page details the components, names and types of cannabis, how and why it is used, and the social and physical effects of cannabis use. It also discusses such issues as medicinal uses, the law (in South Australia), saying “No”, giving up and how to help.

www.newscientist.com/hottopics/marijuana

Organisation: New Scientist

Website: New Scientist

Style: Factual articles written in an authoritative tone. Includes chat with the author of *Marijuana Myths—Marijuana Facts*.

Graphics: Basic and easy to use.

Information: Each article focuses on a different issue within the cannabis debate. Some issues include medicinal value, addiction, detention, withdrawal, decriminalisation, the dangers relative to other drugs, as well as the effects of cannabis on mental health, driving, fertility and learning.

www.dotu.wa.gov.au/drugs/

Organisation: Government of Western Australia

Website: .u

Style: Report-style, written under section headings with authoritative tone.

Graphics: Basic and colourful.

Information: The cannabis fact file contains information about various types, chemical components and the history of cannabis. It describes dependency and the long term, short term and social effects of the drug. Also outlined are the risks of using cannabis in conjunction with other drugs and pregnancy, and it gives information of the cost, the law (in Western Australia) and harm minimisation.

Note that you will need Adobe Acrobat Reader to access this site.

www.adf.org.au/drughit

Organisation: Australian Drug Foundation

Website: Drughit

Style: Report-style with authoritative tone.

Graphics: Basic, however a little difficult to use.

Information: The fact sheet called *drughit* contains information such as what cannabis is, its usage (medicinal and social), short and long term effects, psychosis, tolerance, dependence, withdrawal and treatment options, as well as the effects of cannabis and other drugs, pregnancy, family and the law. It also offers a teachers' link and parents' page with latest information about young people and drug use.

Appendix

Older and non-students

www.health.nsw.gov.au/health-public-affairs/publications/cannabis/cannabis.html

Organisation: Government of New South Wales

Website: NSW Health

Style: Clear, informative style under section headings. Prose not directed at the students themselves.

Graphics: Basic and easy to use.

Information: Contains data on level of use and why cannabis is used. It focuses on the way others can help, discussing the effects, the signs of use, defining problematic use, and detailing family help and support services. It also discusses cannabis and mental health and the law.

Any age

www.d-2k.co.uk/

Organisation: D-2k

Website: D-2k

Style: *Interactive component:* Game style—short scenarios about which students are asked how they would respond. Reasons are given for correct and incorrect answers.

Fact file: Point-form information in an authoritative tone.

Graphics: Excellent, interesting and easy to use.

Information: *Interactive component:* The focus of the information is on helping behaviour and harm minimisation, what to do in an emergency, drug myths and the law (in the UK). The fact file describes what cannabis is, how it is used, its effects and the risks of use.

Note that you may need to download Shockwave for the interactive component (the HTML version only contains fact files). A link to download is provided and it takes around 10 minutes.

Any age and non-students

www.dhs.vic.gov.au/phd/hdev/drug/cover.html

Organisation: Government of Victoria, Department of Health Services

Website: Drugs—The Facts

Style: Formal article with an authoritative tone. Directed at non-students.

Graphics: Basic and interesting.

Information: This page focuses on helping behaviour and harm minimisation. It includes data on use, the effects, and saying “No” as an option.

www.adin.gov.au

Organisation: Commonwealth Department of Health and Ageing

Website: ADIN

Style: Formal and clear style, written under section headings with authoritative tone.

Graphics: Basic, interesting and easy to use.

Information: The Australian Drug Information Network (ADIN) was developed to provide a central point of access to quality Internet-based alcohol and drug information in both Australia and Internationally. Organisations and individuals can search and share relevant information on licit and illicit drug issues.

