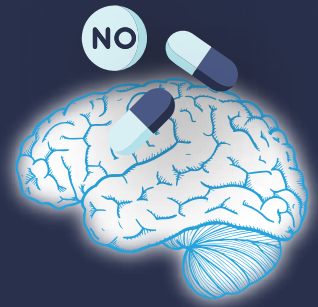


SAVE YOUR BRAIN
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YEARS 7-8 BAND, HEALTH & PHYSICAL EDUCATION
FOCUS AREA: ALCOHOL AND OTHER DRUGS

Learning task: The impact of Illicit Drugs on the Developing Brain
Focus on Cannabis* - 45 Minutes

TOPICS	SUGGESTED SESSION TIME ALLOCATIONS
1. Facts about Cannabis	15 minutes
2. How Cannabis use affects the developing brain	25 minutes
Close - Portfolio/homework allocated	5 minutes

Note on flexibility - teachers may prefer to allocate 2 x 45 minute sessions to this module, to allow students more time to respond online, or to play the videos more than once and/or to use stop-start options during videos.

*Cannabis and marijuana are used interchangeably as the same drug.

INTRODUCTORY NOTES:

It is important for teachers/facilitators to understand that social and emotional learning fosters the ability to make positive choices about how we behave. As teens, students need to build up the 'tool kit' of life skills to strengthen their decision-making skills.



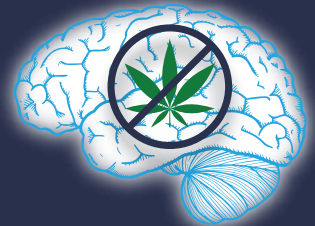
These include:

- self-awareness
- self-concept
- social awareness
- social management
- critical thinking
- problem solving
- reflecting & analysing

These can be incorporated through this segment via online group discussion. Additionally, when face to face group opportunities present themselves use may be made in pedagogy such as role-play, debating, presentations at assemblies, and local community groups. Teachers will also know that our experiences and actions affect the way our brains develop and positive role models and interactions from family members and other a such as club leaders, coaches, teachers, friends and social group.

Quality feedback, reactions and experiential learning add to the teen's 'tool kit' by helping them to learn:

- Strategies for relating and interacting with others
- Assertive behaviour skill
- How to establish and manage changing relationships – offline and online
- General health and wellbeing activities
- What impact Social / emotional health has on general well being
- Observe real resilience skills in action that support resilient behaviour
- See how others demonstrate coping skills and help seeking strategies



1. FACTS ABOUT CANNABIS AND THE BRAIN: 15 minutes

Online Classroom Task - Read through notes and answer questions.

Cannabis, also known as marijuana refers to the dried leaves, flowers, stems, and seeds from the Cannabis sativa or Cannabis indica plant. The plant contains the mind-altering chemical THC and other similar compounds. Marijuana is the most commonly used psychotropic drug after alcohol. People smoke marijuana in hand-rolled cigarettes (joints) or in pipes or water pipes (bongs) and vaporisers. Most concerning is that it can also be mixed in food (edibles), such as brownies, cookies, or candy.

Effects of marijuana on brains and bodies: [CLICK!](#)

Cannabis is no longer considered a 'soft' drug. There is now overwhelming evidence of the harms of cannabis to the developing brain, both to the unborn child and to teens. [CLICK!](#)


2. HOW CANNABIS USE AFFECTS THE DEVELOPING BRAIN: 25 minutes

Online Classroom Task - Watch at least one of the videos below and look for 5 facts about how cannabis/marijuana impacts on the developing teen brain. Students can add these to their e-portfolio for this module.


Is marijuana bad for your brain: [CLICK!](#) Marijuana's effect on teen brains: [CLICK!](#)

Effects of cannabis on the teenage brain: [CLICK!](#)

Portfolio/home study: Students review the videos in this module and record their findings in their E Portfolio – ‘We are programmers of our own brains’. Their findings should include at least two main learnings about the short term impact of cannabis on the brain and at least two main facts about the long term effects of cannabis use on the brain.

Students can research stories about young people who have experienced the effects of marijuana use, using these cases:  **CLICK!**



Students may like to play this game:  **CLICK!** And then develop their own game electronically, with facts based on their own research.

Students may also continue to suggest ways to use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities. For example, add to a poster display in a nominated public place such as a shopping centre or at school assemblies. The poster could be hard copy or electronic in presentation. This could be done in groups and connect to other classes ie. Art, IT etc.

IS THIS WHAT WE WANT FOR AUSTRALIA?

LEGAL CANNABIS?



SAY NO!



Image credit: The Recovery Village

Advertisement

VICTORIA, HOLD YOUR PREMIER TO HIS PROMISE - 'NOT TO LEGALISE CANNABIS'

Colorado is now seeing huge adverse impacts

CANNABIS USE in Past Month - Ages 12+




Percent of All TRAFFIC DEATHS where Driver Tested Positive for Cannabis

HOSPITALISATIONS Related to Cannabis

Percent of SUICIDES with Cannabis Present

Let your Victorian government know that you don't want Victoria to become another Colorado.

- FACT: Cannabis can increase suicides
- FACT: Cannabis can cause psychosis
- FACT: Cannabis can cause multiple cancers AND birth defects
- FACT: Legal Cannabis can increase use

TO FIND OUT MORE
www.drugfree.org.au | www.dalgarnoinstitute.org.au
 Cannabis in Medicine - An Evidence-Based Approach | Kenneth Finn | Springer
 Authorised by Drug Free Australia

Australian Curriculum links: Health & Physical Education

- ACPPS073 Investigate & select strategies to promote health, safety & wellbeing.
- ACPPS076 Evaluate health information & communicate their own & others' health concerns.
- ACPPS077 Plan & use health practices, behaviours & resources to enhance health, safety & well being of their communities.

