



# UNDERSTANDING CANNABIS AND ITS EFFECTS

LESSON PLAN

# OVERVIEW

Lesson Section	Time	Activity	Teaching Methods	Resources
<b>Main Activity: The Headlines</b>	20 min	<ul style="list-style-type: none"> <li>- Discuss where students hear information about cannabis.</li> <li>- Group activity: Students act as "health reporters," creating headlines about cannabis.</li> <li>- Present the facts on cannabis</li> <li>- Students re-write their headlines based on facts</li> </ul>	<ul style="list-style-type: none"> <li>- Group work</li> <li>- Research &amp; critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>- Worksheet templates</li> <li>- Cannabis Leaflet</li> </ul>
<b>Case Study Investigation</b>	20 min	Students act as detectives to investigate real-life cannabis impact cases.	<ul style="list-style-type: none"> <li>- Group discussions</li> <li>- Peer learning</li> </ul>	<ul style="list-style-type: none"> <li>- Case study worksheets</li> </ul>
<b>Writing &amp; Discussion: The Conversation</b>	15 min	<ul style="list-style-type: none"> <li>- Students respond to a fictional text message from a friend asking about cannabis.</li> </ul>	<ul style="list-style-type: none"> <li>- Individual writing</li> <li>- Peer review</li> </ul>	<ul style="list-style-type: none"> <li>- Text message prompt sheets</li> </ul>
<b>Wrap Up</b>	5 min	<ul style="list-style-type: none"> <li>- Recap key takeaways.</li> <li>- Signposting to where students can access help &amp; advice.</li> </ul>	<ul style="list-style-type: none"> <li>- Whole-class discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Support services slide</li> </ul>

# PRESENTATION

## Slide 2: Where Do You Hear Information?

- Where do people learn about cannabis? (Friends, social media, news, movies?)
- How do you know what's true? (Encourage critical thinking about sources.)
- Why might some sources be misleading? (Discuss online trends and misinformation.)

## Slide 3: "Write Your Own Headlines"

- Think Like a Journalist – Each group writes 3 headlines based on what they think they know. (Encourage different styles: dramatic, social media-style, or fact-based.)

## Slide 4: "What is Cannabis?"

- Explain that cannabis is a plant that contains THC (tetrahydrocannabinol) and CBD (cannabidiol). THC is the part that gets people "high" and affects brain function.

## Slide 5: "What is Cannabis?"

- THC levels used to be 5%, now they are 15-20% or higher.
- Ask: If cannabis is stronger now than before, what could that mean for its risks?

## Slide 6: "How Are People Using It?"

- Introduce different ways people consume cannabis. Why might some people think vaping or edibles are safer than smoking? Are they really?

## Slide 7: "Short-Term Effects"

- Explain effects like memory loss, anxiety, slow reaction time.
- Ask students: What might that look like in real life?

### Slide 8: "Long-Term Effects"

- Discuss mental health, motivation, addiction risks.
- Ask: How could these effects impact someone's future? Think about school, work, relationships.

### Slide 9: "Legal Risks"

- Break down UK laws – Possession, supply, and how a criminal record can impact jobs, travel, and education.

### Slide 10: "Fact Check"

- If your headline was correct, explain why it's important.
- If your headline was misleading, rewrite it with the facts.

### Slide 11: "Detective Session"

- So what does this look like in real life? We're going to find out! Each group gets a case file and answers detective-style questions about the scenario.

### Slide 13: "Reply To Text"

- So how would you support a friend who was thinking about trying cannabis? Reply to this text. How can you make your response sound natural but still informative?
- What's the best way to convince a friend to reconsider their decision?

## LESSON PLAN

### Activity 1: Headlines

**Objective:** Teach students to differentiate factual and misleading cannabis information

#### Instructions:

#### Headline Writing (5 min)

- Each student writes up to three headlines about cannabis based on what they think they know.
- Encourage different styles: news-style, social media post, dramatic tabloid-style.
- Headlines should be short, attention-grabbing, and reflect what they believe or have heard.

#### Fact Presentation (10 min)

- The teacher presents the fact slides, explaining key information about cannabis.
- Distribute the Cannabis Advice Leaflet so students have additional reference material.

#### Revisiting the Headlines (5 min)

- Students return to their headlines and check them against the facts they've learned.
- They decide if their headlines were accurate, misleading, or incorrect.
- If misleading or incorrect, they rewrite their headlines using the accurate information.

## Activity 2: The Case Study Investigation

**Objective:** To analyse real-life situations where cannabis use has led to unintended consequences.

### Instructions:

#### Assign Case Studies (5 min)

- Split students into small groups and assign each group a case study.
- Each case study represents a different impact of cannabis use (mental health, legal consequences, peer pressure, etc.).

#### Investigation & Discussion (10 min)

- Groups read their assigned case file and answer key detective questions.
- What happened? How did cannabis affect the person? What could they have done differently?
- Groups discuss and prepare a short summary of their findings.

#### Present Findings (5 min)

- Each group presents their case study and their conclusions.
- The class discusses common themes: How do choices lead to different outcomes?

## Activity 3: The Conversation

**Objective:** To encourage responsible decision-making by applying learned facts in real-world conversations.

### Reading the Scenario (5 min)

- Display the text message from a friend asking about cannabis.
- Discuss as a class: How would you respond? What's the best way to help a friend make an informed choice?

### Writing a Response (10 min)

- Individually, students write a realistic reply to their friend's text.
- The reply should be friendly, factual, and persuasive—helping the friend make a better decision.
- Students can refer to the Advice Leaflet and slides for key information.

### Peer Review & Discussion (5 min)

- Students swap responses and give feedback.
- Which responses were clear and helpful? Would they convince someone to think twice?
- Wrap up with a discussion on how to support a friend in real-life situations.



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